

**The Use of Photographs to Enhance Students' Writing Performance of the
Seventh Grade Students at SMP N 4 Magelang in the Academic Year of
2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirement for Attainment of Sarjana Pendidikan
Degree in English Education Department



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STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
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APPROVAL SHEET

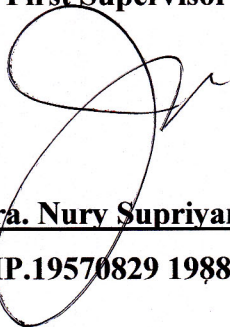
**THE USE OF PHOTOGRAPHS TO ENHANCE STUDENTS' WRITING
PERFORMANCE FOR THE SEVENTH GRADE STUDENTS AT SMP N 4
MAGELANG IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

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A THESIS

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STATEMENT

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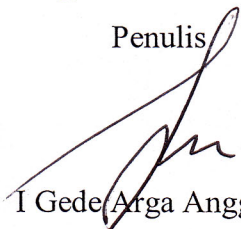
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Yogyakarta, November 2014

Penulis



I Gede Arga Anggara

MOTTOS

خَيْرٌ نَّ تَعْمَلُوا بِمَا لِلَّهِ وَاتِّجَارَةً دَلَّيْلُكُمْ تَوَاتُوا أَيْنَ لَدِّ وَامِنْكُمْ مَنْوَا أَيْنَ لَدِّ اللَّهُ أَفَعِ يَرُ

Allah akan meninggikan orang-orang yang beriman diantara kamu dan orang-orang yang berilmu pengetahuan beberapa derajat. Dan Allah Maha mengetahui apa yang kamu kerjakan (Al-Mujadillah:11)

ذِي ان الطَّرِ رَوَاهُ. تُحْسِنُ أَنْ إِذَا عَمِلَ الْعَامِلُ لِلَّهِ أ يُحِبُّ v

"Allah mencintai pekerjaan yang apabila bekerja ia menyelesaikannya dengan baik".

(HR. Thabrani)

I am only one; but still I am one. I can not do everything but still can do something; I will not refuse to do something I can do.

(Eleanor Roosevelt)

To accomplish great things, we must not only act, but also dream; not only plan, but also believe.

(Anatole France)

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This work is dedicated to:

- + my lovely parents (G.N. Simatupang and Eni Muninggar): Thank you for your endless support, care, and love. I am grateful to have you as my parents. Hoping that with this thesis, I can make you proud of me.**

- + my beloved first supervisor, Dra. Nury Supriyanti, M.A.: Thank you for your suggestion, inspiration, and guidance in writing my thesis. I will never forget all of your words that help me to improve myself in the future. Please never doubt my dedication and love for you.**

- + my beloved second supervisor, B. Yuniar Diyanti, S.Pd. M.Hum.: Thank you for your help, support, and encouragement in writing my thesis. I will always remember your advices that are beneficial for me.**

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Finally, I hope that this thesis will be useful for readers. However I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, November 2014

The Writer

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**THE USE OF PHOTOGRAPHS TO ENHANCE STUDENTS' WRITING
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ABSTRACT

The research is aimed at enhancing the students' writing performance among the seventh grade students of SMP N 4 Magelang, in the academic year 2013/2014 through using photographs.

The research is classified as action research. It was conducted in two cycles, from 10th May 2014 to 31st May 2014. There were four meetings in cycle I and three meetings in cycle II. Each cycle applied photographs based activities accompanied by other actions such as giving rewards to the active students, giving more feedback written and oral to the students' related to their writing performance, and maximizing the pair and group work. The research was done with the participation of 28 students of grade seventh and the English teacher. The steps of the research were reconnaissance, planning, action and observation, and reflection. The data were in the form of qualitative data and supported by quantitative data. The qualitative data were collected through observations, interviews, and questionnaire. Meanwhile, quantitative data were obtained through pre test and post test. The data were analyzed qualitatively and quantitatively. The field notes, interview transcripts, and questionnaire result were analyzed qualitatively through five steps namely assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The students' scores on pre test and post test were interpreted quantitatively by using the descriptive statistics to compare the means of students' writing in pre test and post test. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, and dialogic validity. Time triangulation, investigator triangulation and theoretical triangulation were also applied to check the trustworthiness of the data.

The result of the research presented that the use of photographs effectively enhanced the students' writing performance. Photographs helped the students to get the ideas about what they want to write. They provided some adjectives and nouns that could be used for the students as the clues to write down their own descriptive texts. As the result, students could develop their ideas into their own simple descriptive texts smoothly and confidently. The teaching and learning process of writing such as the students' motivation, attention, and classroom interaction also improved through these photographs. In reference to the students' writing scores, the students' mean scores in pre test and post test increased 24.85. The students' mean score also increased in some aspects, the improvement score of cohesion of sentences was 16.78, word choice was 27.14, vocabularies writing was 29.64, the coherence of content aspect was 14.65 and grammar accuracy was 26.07.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The globalization era impacts the need of mastering English rapidly. People use this language as the tool of communication which has an important role to reveal an intention to someone else through the spoken or written form. Spoken form helps people to communicate with others by speaking, while written form holds them to communicate others through writing. Among the other skills, the writing skills has to be learned more by students in school for the reason that they use writing as a communicative way of sharing information, thought, experiences, or ideas, between themselves in written form in their daily life.

According to Harmer (2004:3), the “speakers” of a foreign language should be able to write as this skill becomes the vital skill as much as for everyone using their first language. Based on the School Based Curriculum 2006, it was assumed that the process of teaching and learning writing in junior high school was expected to develop the students’ competence in achieving the functional level of literacy so that they could use their skills to write any text types. In addition, the 2013 curriculum that has been arranged by the government highlights some points related to the developing of literacy. First, students should be familiar with organizing some kinds of texts which are systematic, logic, and effective through the practice of creating the texts. Second, the rules of organizing texts are introduced to students so they are not confused in the

process of making the texts. Third, students should be familiar too with expressing themselves and their knowledge by using the target language spontaneously.

Related to that, Hyland (2002:53) states that a person tends to be viewed as literate if they have the ability to manipulate a set of discrete, value-free which include the process of encoding and decoding meanings, manipulating writing tools, perceiving shape –sound correspondences, then they are acquired through formal education. Nevertheless, he also proposes in Harmer (2007:325) that the view of literacy has changed in the last few years so people look literacy as the complex context in social situation. A person is considered as literate if he or she can read and write in certain situations for certain purposes. As the result, the literacy shall be reflected to the people's understanding of some genre – type of text in certain situations and certain purposes – when they read and produce some kind of texts.

Hence, writing skills need specific skills which include the writer's ability to express thought and feeling clearly in the process of writing. Furthermore, Harmer (2004:41) states that there are five ideal steps in teaching writing well as explained along these lines: the first one is demonstrating. The demonstrating step involves teachers to demonstrate the text taught by giving example of the text then compare the purpose also the grammatical structure. Second is motivating and provoking. Teachers can motivate students in writing by giving certain stimulant to find ideas when they are doing some creative writing such as bringing the pictures, posters, and realia. Third is supporting. Since students get difficulties in writing, for example, getting ideas and meaning expressed, teachers should support them to pass these difficulties. Fourth is

responding. This step involves teachers to respond to the students' first draft. The response can be about the grammar, spelling even meaning expressions used. The final step is evaluating. In evaluating, teachers can assess the students' product.

One of the crucial steps appeared in the process explanation above is how to generate ideas as the starting point to students in producing their own text. Once students are stuck and completely clueless of an idea to write, teachers should be able to provide ideas to help. In order to elicit the students' ideas, teachers can involve some ways through going to the place they want to describe, or presenting realia, or displaying photos or pictures.

Based on the result of an observation in SMP N 4 Magelang, there were some difficulties that the students faced in English writing teaching and learning process. When the students had the activity in writing, they needed longer time to produce their own texts. They found that sometimes it was difficult for them making into well-arranged simple texts. Therefore, their English teacher would give some solutions to solve these difficulties such as reinforcing the students' background before they wrote through whole-class sharing ideas and explaining the context of writing by using some facial expressions and gestures during the class.

Although these solutions could help students to understand better, they needed a kind of supporting media which would give them a context to make them interest in writing. Consequently, the learning media which are the photographs are decided to use in this research. Walter (2004) proposes that the contextual instruction in the classroom can be done by providing visuals or realia. Photographs will represent thousand words

since one photograph will tell the students something related to the real object outside and will have instructions to study over it. Considering the benefits mentioned, photographs are chosen to be one of media or technique in writing texts such as procedure, narrative, recount, and descriptive.

B. The Identification of the Problem

Based on the observation in the English teaching class and interview with the English teacher and students of class 7F SMP N 4 Magelang on February 12th and 20th 2014, there were some problems that could be identified during the process of teaching and learning writing. The problems can be described as follows:

- 1) Students felt confused in getting ideas and organizing them.

When the students started their writing tasks, some of them found difficulties in extending their ideas to write then to organize them into the comprehensible texts. Thus, their English teacher sometimes determined the topics and gave more input text before, but they wrote their own text similar to the input model in their final written. It seemed that they were not effective in using their creativity to visualize their ideas during the writing process. They sometimes preferred asking the other students then the teacher about the words that they would write in English or they looked for some words that they got in the previous material.

- 2) Students were still not confident in writing.

The students were not confident enough in writing. Sometimes, they felt afraid of making mistakes. Then, the students' vocabulary mastery was still low so they faced

hard process in constructing a sentence because they did not know many English words.

In addition, they had difficulty to express their utterance to write in English.

- 3) The use of supporting media in the teaching and learning process of writing did not encourage or motivate the students adequately.

The English teacher had used the power point slides as one of her instructional media and applied role play or simulations to extend the idea context. Also, she used some facial expressions and gestures to explain certain difficult words during the writing process. Nevertheless, she did not design these media well to motivate the students, so they were not able to encourage a good atmosphere of learning that stimulated students' writing interest. The students still felt that the writing was a difficult skill to learn and the task activities made them bored.

- 4) The teacher emphasized the teaching learning process in speaking and answering certain questions in the tests correctly.

The teaching learning process that the English teacher did emphasized in speaking and answering certain questions correctly. She explained that the speaking skills were expected to make her students being active in English. Then, they should be familiar to answer certain questions correctly in the test. That would help them to get good mark in the test. As the result, she also admitted that the exposures of some writing materials were less given into the class.

C. Limitation of the Problem

This research aimed at enhancing students' writing performance. According to the situations that described in the identification of the problems above, there are some problems that can be identified. These problems relate to how students generate their ideas spontaneously then organize them, the students' writing confident, the use of supporting media that the English teacher used during the teaching learning writing class, and teaching learning process that emphasized in speaking and answering certain questions in the tests correctly

In this study, the problems are limited on what kinds of media that can be used in teaching learning writing process. The students' writing performance would achieve good writing, if they have a good motivation in writing English. To make students interest to write English, some kinds of interesting instructional media have to be used by the teacher.

Photographs are used in this action research to enhance students' writing performance at seventh grade students of SMP 4 Magelang. The use of photographs has some beneficial roles such as to attract students' mind and attention about the function of the language that will be taught and to be used in free writing activity as the solutions to the problem in self-confidence. Therefore, photographs are used in this study.

D. Formulations of the Problem

How can photographs enhance the students' writing performance of seventh grade students at SMP N 4 Magelang ?

E. The Objective of the Study

The objective of this research study is to improve the students' writing performance of seventh grade students at SMP N 4 Magelang through photographs.

F. Significance of the Study

This study is expected to give some advantages to some parties

1. For the school principal of SMP N 4 Magelang, the result is expected to become the good inputs for implementing the same instructional media used in other relevant subjects.
2. For the English teacher in SMP N 4 Magelang, the result will be the reference how photographs can be used to enhance the students' writing performance so that she could apply to her English class in future.
3. For the researcher, the result will give the experience for the researcher on how to use photographs in enhancing the students' writing performance.
4. For the students, they could become motivate to express and write their idea without any difficulties again.
5. For other researchers in the same topic, they can use the result as the input to conduct other research.

6. Especially for material writers of textbook for seventh grade students in Junior high school, the result is expected to be beneficial references. While writing the textbooks, they will accommodate this kind of instructional media in order to make the textbooks looked more interesting.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERATURE REVIEW

1. The Teaching of Writing

a. The Nature of Writing

Before going further to the discussion of ways to enhance the students' writing performance by using photographs, some experts' opinion about the writing skills will be presented here. Writing is classified as a productive skill especially in the written form. According to Spratt, Pulverness, and Williams (2003:26), writing involves the writers to convey their information or message into a text so that it will be understood by others. The information or messages which are conveyed should be well planned and organized so that the reader can get the point on what the writers' purpose in writing. It can be determined that writing reflects a form of communication to express experience, thoughts, and emotions in written form.

Subsequently, Nunan (2003:88) adds that writing skills also involve a physical and a mental act. Mainly, the physical act of committing words or ideas is involved by writing through some media for instance an email message typed into a computer while the mental act is involved through the process of inventing ideas, thinking how to express them, even how to organize them becoming the right statement and paragraph so that the reader could get the ideas easily. This explanation seems to be in accordance

with the aims of writing; they are writing to express and impress the writer's idea to the reader.

Lenneberg (1976), cited in Brown (2000:334), claims that writing is the culturally, specific, learned behaviour. It has the implication that people learn to write as they become members of literate society. So they require someone to teach them writing. Another researcher, Tangpermpoon (2008) states that writing skills require some deals related to which are lexical and syntactic knowledge along with principles of organizations in second language to create a good writing product. They should get more attention on their lexical also syntactic aspects while doing writing process in second language so that the reader can categorize their written product as good even comprehensible. Oshima and Hogue (1999:3) say that writers' rhetorical form choices are determined by the purpose of a piece of writing when the writers decide to produce. This brings to the situation that the writers' purpose of writing will affect the rhetorical form followed.

In addition to that Emig (1977), in Smith (2003), suggests that a means for self-discovery and leaning are done during writing process. Later, the learning process can be facilitated by writing as it includes the process in making experience, thoughts, emotions, and so many others. There are also several activities simultaneously performed such as when the writers plan, discover, and think what they want to write.

b. The Benefits of Writing

The learners get some benefits of writing that affects their social development. Writing is not only viewed as a means of sharing ideas and information but also a way to improve and develop them. There are four benefits of writing proposed by Scot and Ytberg (1990:69). First, learning in other area skills is consolidated to writing skills. When students develop their reading skills, they will see the rules of writing that will help them to build up their language choice during writing. Second, writing has an essentially valuable in itself. The surprising feeling is obtained by the readers when they read one's own work in print and further the writers feel satisfied, they have written something about what they want to say. Third, writing is regarded as one of the most active ways that can be used to engage in and with the world. It will affect the rapid changing of world. Fourth, the understanding of an event, also involvement, and engagement with the event are improved by writing as the most opportunity for affecting the event is provided too. In other words, since writing skills compare to the other skills, only these skills provide all the same times including understanding of involvement and the power to affect experience also event.

Other benefits are stated by Windarto (2012), he notes six benefits of writing for the learner. The first one is the improvement of learners' writing depending on their writing practises. Second, the language acquisition and learning of learners are enhanced by writing through their experiment with the words, sentences, also larger scopes of writing aspects during communicating effectively their ideas and grammar vocabulary practicing activities which they have learned into their writing process.

Third, the evaluation of the students' learning and conscious development of their language are obtained by the learner in writing. This evaluation will make them study hard in producing their best writing process. Fourth, the learners' written records will help them prevent hiding the truth to themselves and encouraging honest appraisal. In other words, the learners' own personality and values of life can be understood during the writing process. Fifth, a possible delivery of a message from one place to another is made by writing. The last, learners are required to be stronger thinker since the writing involves them having mental discipline and getting close attention towards a set of logical rules.

Based on some benefits mentioned above, it can be concluded that writing has some beneficial roles such as the indicators of improvement in one's learning, the way to gain the writers' understanding both themselves or events that happen around, and the way to improve the learners' communication skill in written form.

c. Approaches to Writing: Product and Process

There are two general approaches commonly known in writing, they are product based approaches and process –based approaches. Raimes (1983) and Silva (1990), in Tangpermpoon (2008), call the product based approaches as the controlled to free approach, the text based approach, then the guided composition. Some activities can be used in applying this approach during writing such as the use of model paragraph, sentence combining, and rhetorical patterns. These activities aim to raise students' awareness in second language writing from the lower level of language

proficiency to advance. In addition to that, Tribble (1990:37-44) states that in product based approach, writing is viewed as simple linear model of process which continues systematically process from pre-writing to composing and to correcting.

Steele (2004) proposes the product approach model which includes four stages. In the stage one, students are required to study model text then the features of genre that are emphasized such as the tense, the organisation of text, and the use of certain words (adjective, adverb, pronouns, and so many other). Then, stage two requires students to have the controlled practice of some emphasized features such as practicing the tense and some related expressions in isolation activities. Stage three involves students to organize ideas. The last stage is choosing the comparable writing tasks by students in order to show how fluent they produce the product according to the skills, structures and vocabulary that have been taught.

The advantages are obtained during the application of this approach. First, it can be a way for students to learn how to write English composition systematically through using the pattern product techniques that is the logic of rhetorical patterns in certain text types. Second, students can learn how to use some vocabularies and sentence structures for each type of rhetorical pattern in certain text types. Third, the second language awareness of students can be raised especially in grammatical structure.

The process based approach is viewed as the approach that gives the actual way to the writers work on their writing task from the beginning stage to the end of the written product. O'Brien (2004) argues that this approach encourages the students to see

writing as the way of discovering meaning and ideas so that learners can explore their thought and develop them during writing process. Steele (2004) proposes process approach model which includes eight stages. The stage one is called brainstorming which requires students to generate their ideas through using some ways such as discussion, interview, survey, and so many other techniques. Stage two is planning/structuring which involves learners to note their ideas then decide what they want to write based on the quality and usefulness of the ideas. Then, stage three is mind mapping in which students try to organize their ideas into mind mapping form. This enables them to know the hierarchical relationship among their ideas then help to structure their text. Stage four is writing the first draft, in pairs or groups. In this stage, students write their first draft. Next, stage five is peer feedback which involves students to exchange their first draft then read and respond to their friends' drafts. Stage six is editing in which the peer feedbacks are used by the students to improve their draft. Stage seven is final drafting where the students produce their final product. The last, stage eight, is evaluation and teacher's feedback which requires teachers to evaluate and respond by giving feedback to the students' written.

In addition, Boughey (1997) states some benefits of applying the process based approach. First, learners are able to try composing writing in second language. Second, the students' improvement in writing can be done step by step as the instructor guides them along the process by giving them feedback also providing enough time and opportunity through peer and teacher review in order that they can develop a sense of

audience. Students will learn the possible existence of other viewpoints. The difference of the two approaches drawn by Steele (2004) is presented in table 2.1 below:

Table 2.1 A comparison between Product and Process Writing (Steele, 2004:1)

Process Writing	Product Writing
Text as a resource for comparison	Imitative model text
Ideas as starting points	Organizing of ideas are more important than ideas themselves
More than one draft	One draft
More global. Focused on purpose, theme, text type, i.e. reader is emphasized	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

Furthermore, Hasan and Akhand (2010) suggest that certain elements in class will influence the use of writing approach applied. These elements include teachers, students, and the genres of the text. They add that both product and process approaches have benefits in teaching learning writing process in English as Second Language or English as Foreign Language context. Process approach will let students generate their ideas into comprehensive manner then organize them in a systematic way which support the students in writing fluency, while product approach becomes important for students in realizing the competence level in which they require based on the task, age, and maturity. Finally, it seems that the use of collaborative approaches both product and process approaches may be required and adapted by teachers in English as Second Language or English as Foreign Language.

Moreover, they also suggest that there are some ways of cooperating between product and process approach such as doing the guided brainstorming and top down approach which require students to extract important ideas or points after they are given texts, providing specific guided questions, discussing some aspects of model text given related to structure even the language features, and stating some levels of writing that students should require.

d. Stages in Writing Process

Harmer (2004:4) defines writing process as the stage which writers take to create their idea to become their final written product. This process is affected by some components. They are the content related to the subject matter written, the type of writing (shopping lists, letters, or reports), and the medium used in writing (e-mail, SMS, or Chat). He also proposes the four basic writing stages. The stages are:

1) Planning

This stage involves writers to plan what they are going to write. The plan should consider the purpose of their writing, the audience, and the content structure. These main issues will influence the type of text chosen, the language used, and the organizing information. Seow (2002:204) says that the teacher can use some activities to incorporate the stage during writing class. The activities include the group brainstorming, clustering, rapid free writing, and WH- Question.

2) Drafting

Drafting requires writers to try producing their first draft. In this stage, they focus on their fluency while writing and are not worried to reach grammatical accuracy or the neatness of their first draft.

3) Editing (Reflecting and Revising)

When writers finish their final drafts, they should read and check through on what they have written. They can check the grammatical accuracy, the organization information, and the language choice. The other readers (editors) can help to comment and make some suggestions.

4) Final Draft

After editing their first draft, writers start to make change they consider to be necessary and produce their final version.

Furthermore, Seow (2002:315) states that three other stages externally impose on students by teachers during teaching writing:

1) Responding

The responding stage is involved between drafting and revising. Teachers make initial reaction to the students' draft. The responses can be in oral or written forms to students after they have produced their first draft then before they continue to revise.

2) Evaluating

In evaluating, the teacher can make criteria to evaluate. Then, these criteria should be known by students so that they could obey these criteria in producing their written form. After that, the scoring made may be analytical that is based on specific aspects of

writing ability and holistic that is based on the global interpretation of the effectiveness of that piece of writing.

3) Post – Writing

The post- writing establishes any classroom activities that teachers and students do to the completed piece of writing. They can publish, share, read aloud, transform to performance it in front of the class, and even stick it in the notice board. From the explanation above, the stage in writing process in teaching writing class can be drawn in the schema below :

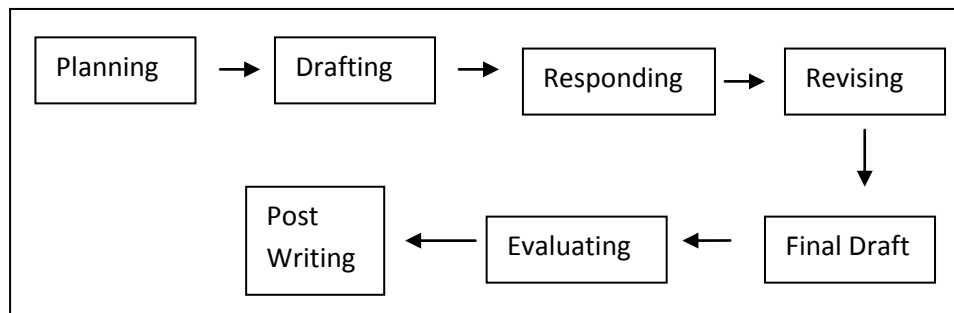


Figure 2.1 Stages in Writing Process

Nations (2009:114) mentions they are seven sub processes which are included in one probable of the writing process. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. Based on the sub processes mentioned, Nations also adds that teachers can give more attention to the effort of help and training to the students in any of the sub processes. Then, they also will have awareness of sub processes that can help to identify their students' source of difficulty during writing.

e. Micro and Macro Skills of Writing

Yale (2010) states that practice in writing will help students build reading skills. They can do this practice in the process of writing their own texts then analyse the pieces which they read. Thus, they can apply their knowledge about the use of particular language better. According to Brown (2001: 342-243), he lists out some micro and macro skills of writing. The micro skills consist of producing graphemes and orthographic patterns of English; producing writing at an efficient rate of speed to suit the purpose; producing an acceptable core of words and use appropriate word order patterns; using grammatical system (e.g., tense, agreement, and pluralisation, patterns, and rules); expressing a particular meaning in different grammatical forms; next, using cohesive devices in written discourse.

Meanwhile, the macro skills consist of using the rhetorical forms and conventions of written discourse; accomplishing appropriately the communicative functions of written text according to form and purpose; conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguishing between literal and implied meanings when writing; correctly conveying culturally specific references in the context of the written text ; then, developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. From the micro and macro skills mentioned above, teachers do

not need to assess totally. The type of writing being assigned becomes the main concerns for the student's requirement in writing production.

f. Basic Types of Writing

Brown (2004:220-230) proposes the taxonomy of basic writing. This taxonomy involves four types of writing arranged from the basic to the complex one presented subsequently:

1) Imitative writing

Imitative writing requires learners to develop fundamental and basic skills of writing. Both can be achieved through some tasks such as writing letters, words, punctuation, and very brief sentence; spelling correction to perceive phonemes –grapheme, correspondence in the English spelling systems. At this stage, writers focus on the form as the primary concern, while contexts and meaning become the secondary concerns. Learners can do some tasks related to this type e.g. copying letters, matching phonetic symbols with the correct words, and completing missing words in listening cloze selection tasks.

2) Intensive Writing (Controlled)

Intensive writing aims to develop skills in producing appropriate vocabulary within a context, collocation, and idioms, and correct the grammatical features up to the length of the sentence. These skills become important to determine correctness and appropriateness, though learners focus on form. There are several tasks that learners can

do e.g. ordering words into a correct sentence, short answer completion tasks, and choosing the right tenses in paragraph.

3) Responsive Writing

Learners are required to perform at limited discourse level, connecting sentences into paragraph and creating a logically connected sequenced of two or three paragraphs on this responsive types. This type not only focuses on the discourse conventions but also form at the discourse level with a strong emphasis on context and meaning.

4) Extensive Writing

Extensive writing implies successful management of all process and strategies done in writing related to all purposes, up to the length of an essays, a term of paper, a major research project, or even a thesis. Organizing and developing ideas logically using supporting details to support ideas, demonstrating syntactic and lexical variety, up to engaging in the process of multiple drafts to achieve a final product become the writer's focus.

Both responsive and extensive writings have some tasks that learners can do such as paraphrasing, guided question and answer, paragraph construction tasks, and the strategic options. Related to the micro and macro skills explained formerly, the imitative and intensive types enhance appropriate to the micro skills. Then, the macro skills enhance the responsive and extensive writing when students are in high level.

g. Aspects of Writing

When dealing with writing, there are some conventions that writers should pay attention more. Two main conventions are stated by Oshima and Hogue (1999:18). These are about coherence and cohesion. Coherence is defined as connection in ideas to idea level. The word coherence originally means hold together. The rhetorical aspects of one's writing which are developing and supporting arguments, synthesising and integrating, organizing and clarifying ideas assumes as coherence concerned. There are four ways that the writer can do to achieve coherence level. The first one is repeating key nouns. Second, writers can use pronouns that refer back to the noun. Third is about using some transactional signal to show the later ideas related to the former. Fourth, the writers should arrange the ideas to be the well- organized.

Cohesion means the connection of ideas at sentence level. The grammatical aspects of writing have become the focus for the writer. These affect the tone of writing product. Though some writing instructors may say that writers will not lose the points in the case of grammatical errors, they may lose points if their tone of writing is sloppy and looked too casual for the academic writing.

2. Teaching and Learning Writing in Junior High Schools

a. Teaching Teenagers

The junior high school students can be classified as teenagers. Lemke (2003:81) in Legutke (2010) describes teenagers as *heterochronous* subject as they are in the medium level of change from children to adults. During their process of changing,

the globalization era impacts to their social life. They like accessing, using, and learning modern technology. It is accordance to Palfrey Grasser (2008) and Rosen (2007) in Legutke describes them as digital natives. The digital natives means that they grown up with computer and multimedia cell phones technologies. They like to expand their social relations in the real worlds to virtual communities friendship through some online networks also prospered to express themselves using some representation in the net such as in Facebook, Path, and Instagram.

Then, as the digital natives, students can easily access the huge amounts of multi-model texts and construct them through collocating written with visual besides audio visual. Harmer (2007:83) states that the search of identity becomes the important points to give them challenge. As the result, teenagers are considered having big capacity to learn, creative, and a passionate commitment of things, interested in.

These characteristics affect the teaching learning process in class so the teacher should consider in accommodating the teenagers' need based on their characteristics mentioned formerly. Furthermore, Leegutke also suggests some ways in accommodating the teenagers' need namely, (1) teachers should search appropriate topics, tasks, and texts used in teaching learning process, (2) students are provided some supporting learning resources material by the teacher during teaching and learning process, (3) some supporting meetings can be done for the students in order to test their language abilities beyond the world of the classroom, and (4) teachers should think of some appropriate actions for the students such as in decision making and negotiation of classroom procedures.

b. Components in Teaching Writing

Scot and Ytberg (1990:69), and Windarto (2012) propose some benefits of writing formerly. These benefits impact to the process of meaning making or discovering which is often presented by teacher during writing class. The implications can be shown to the recent situations where dealing writing with meaning, it will deal to speak experience even to create a relationship among the readers. Emotional responses from the reader and the writer are conveyed through these skills also.

As mentioned earlier, there are two general approaches in teaching writing: there are product approach (the traditional approach) and process approach. Hasan and Akhand (2010) states that teachers can get focus both products of that writing and on the writing process itself while teaching writing. When teachers deal with product approach, it will highlight the use of correct grammar even style. That will make students spend less time in order to revise and edit their writing. While dealing with process approach, the teachers want to develop their student writing ability through some steps stated namely: prewriting, planning, drafting, and revising.

Nations (2009:93-95) proposes some principles for teaching writing, they are:

1) Meaning- Focused Input

In meaning focused input, students are expected to bring experience and knowledge to their written product. If they are well prepared for what they want to write, their writing activity will become successful and meaningful.

2) Meaning- Focused Output

The different genre of text is encountered by students during writing so that this principle can be applied to give students doing lots of writing activity in different kind of genre. The given practices will bring experience and meaning for the students in order to face the real situation happened.

3) Language- focused Learning

This principle aims to develop the students' language ability through some steps in the writing process even sub processes mentioned earlier. The teacher can have awareness of sub processes and process that will help him or her to identify the students' source of difficulty during writing.

4) Fluency Development

Students are expected to increase their writing speed so that they can be simply writing at reasonable speed. Teachers can be applied this principle through repetitive activities and writing essays with familiar material.

Teachers can involve some activities in teaching learning writing process for example doing free writing, outlining, matching, and writing marathon, and many others. After that, the integrated skills also can be done by teachers such as the students write review based on the book or article what they have read. Teachers can also use some interesting media and techniques including games, group work, and many others. These will attract the students' attention during writing. Related to this, Brown (2000:346) lists nine principles for designing writing techniques. they are applying some practices that can develop students as good writers, using the process and product

approach in the same proportion, explaining the background of culture and literacy to be involved in writing, then, using reading activities to support writing, supplying many authentic writing activities, applying some stages of writing, such as prewriting, drafting, and revising stages, trying to provide interactive techniques in writing, responding to and correcting the result of students' writing, next, giving students with instruction on the theoretical, formal conventions of writing.

Later, when designing the writing task, teachers need to pay attention more on the gap between students' present knowledge and the demands of the learning task. Consequently, Nations (2009:95-110) states that there are some kinds of tasks that can be designed for teaching learning writing process in order to solve the gap . They are:

1) Experience Task

Experience task aims to narrow the gap. The task can be done through the developing or using students' previous experience planned. Several effects had been got during implementing this task such as the students do not need to think overloaded on what they want to write, then the task requires the students to concentrate specific more on what they want to write , and a normal language activity in a normal way can be performed successfully by students. Then, there are some activities which include to this task and can be done by teachers such as draw-write, linked-skills, partial writing, ten perfect sentences, and setting the teachers' questions.

2) Shared Task

Shared task aims to get students to help each other cross the gap. A pair or group work can be done in order to finish the task together. Then, this task happens as the

students' language proficiency are different each other. As the result, the task requires students in helping each other when finishing their task. There are some activities which include to the shared task and can be done by the teacher such as group composition, group-class composition, dicto- glos, and blackboard composition.

3) Guided Task

Guided task aims to link the gap by providing the support of exercises and focus guidance. This task will effect to narrow on what the students should require, to sequence and to grade the task given, to give successful chances so that the students can finish the task required easily. There are several types of guided task such as answering questions, doing correction, doing completions, ordering, doing word formation.

4) Independent Task

Independent task will leave students to rely on their own resources. It requires the students to work individually without any helping effort and is said to be good as the task will provide the reasonable challenges which have some difficulties so that the students will face them outside the classroom. This task can be done by teachers after doing the strategies from the experience, shared, and guided task.

Related to this explanations above, he also adds that teachers should deal with developing the awareness of designing the task based on some possible approaches and to make the students becoming aware through several activities helped which will engage the gap between the students' present knowledge and knowledge to do the task.

c. The Curriculum of Grade VII Junior High School

Currently, the Indonesian government imposed on the 2013 curriculum use. This new curriculum is considered as the way getting closer to Indonesian moral value nowadays. Additionally, it highlights some points related to developing literacy. First, students should be familiar with organizing some kinds of texts which are systematic, logic, and effective through the practice of creating the texts. Second, the rules of organizing texts are introduced to students so they are not confused in the process of making the texts. Third, students should be familiar too with expressing themselves and their knowledge by using the convinced language spontaneously. Then, the government adds some elements that can be guidance for teacher in conducting their class. These elements include the Core Competence (*Kompetensi Inti*) and Basic Competence (*Kompetensi Dasar*). These two elements cover some performances that the students should achieve and the material used. Based on 2013 curriculum, the seventh grade students in junior high school are required to achieve and to perform certain genre while studying English in class. The genres include instructional text including short notice, warning, caution and descriptive texts. The following table below shows in detail the Core Competence and Basic Competence of the English 2013 Curriculum concerning writing of descriptive texts.

Table 2.2 KI – KD SMP Kelas VII, Kurikulum 2013 (Documents of Indonesian Ministry of Education)

<p>Core Competence</p> <p><i>(Kompetensi Inti)</i></p>	<p>Basic Competence</p> <p><i>(Basic Competence)</i></p>
<p>Core Competence 3: Understands knowledge (factual, conceptual, and procedural) based on the knowing feel desire about the science knowledge, technology, arts, cultures, related to phenomena and events looked in the eyes. <i>(KI 3: Memahami pengetahuan faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata)</i></p> <p>Core Competence 4: Tries, processes, and presents in concrete domain (using, disentangling, combining, modifying and creating) and abstract domain (writing, reading, counting, drawing and composing) accordance to what have been learned in school and other similar resource in view points or theories. <i>(KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.)</i></p>	<p>3.10 Understands social function, text organization, and language features from the descriptive text which explains and asks about person, animal, and thing in short and simple descriptions accordance to the context used. <i>(3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya).</i></p> <p>4.12 Gets meaning in spoken and written short simple descriptive text <i>(4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.)</i></p> <p>4.13 Creates spoken and written short simple descriptive text about person, animal, and thing with paying attention to the social function, text organization, and language features rightly and contextually. <i>(4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.)</i></p>

d. Writing Teaching Learning Cycle

In approaching the target language learning from the perspective text, teachers can apply a teaching method which becomes the student way in developing their knowledge and skill to deal with certain kinds of texts in social situational contexts. Henceforth, the genre based approach can be used to be one of scaffolding way to students in developing their writing ability. While teachers teach writing, the grammatical structure mastery of individual sentence and vocabulary are commonly be emphasised. Students are required to write sentence or short paragraph correctly, however they usually have difficulties during sustaining argument in writing a complete sentence or article. Hyland (1990) in Kongpetch (2006) found that the EFL and ESL students get the problem related to their background experience in writing. This problem makes them inadequate understanding of how texts are organised.

Later, some researchers found that the genre-based approach can be the way to solve the problem mentioned formerly. This approach was initially developed in Australia and done by some experts such as Martin and Rothery (1980-1981). Hammond and Derewianka (2001:186-193) define that the genre based approach as the way language and literacy education create the combination of understanding genre and genre teaching together in the writing class. Tangpermpoon (2008) adds that the genre based approach focuses to incorporate the knowledge of particular genre and its communicative purpose so that learners could be helped in producing their written product to others in the same discourse community.

According to Badger and White (2002:153-160), the particular purposes in some social situations are reflected by the genre based approach and students can acquire the writing skills consciously by doing imitate and analyse of each genre. They also stated that the genre based approach is viewed as the extension of product oriented approach which gives learners opportunities in studying a wide variety of writing patterns.

Therefore, it can be concluded that the genre based approach can be found as the way to solve students while learning to control different oral or written register happened. The implemented of genre based approach has the purpose to make the students able to write in different ways and purpose as they are regarded to have lot of practice with various genre nowadays.

Furthermore, Feez and Joyce (1998:28-33) propose that the implementation of genre based approach is involved through some stages presented following:

1) Building the Context

In this step, students are introduced to the social context of an authentic model of text type being studied then they do some exploration related to the features, the social purposes, and context of situation allied the use of register in this text type. There are some context building activities that teachers can apply such as presenting the context via pictures, audio visual material, realia; establishing the social purpose through some discussions and survey activities; then doing cross cultural studies and related research activities; the last activity is comparing two different texts.

2) Modelling and Deconstructing the text

This stage involves students to investigate the structural patterns and language features of the model and to compare the model with other examples of the text type.

There are some activities which can be applied and drawn on the table below:

Table 2.3 Activities at each level of language (Feez and Joyce, 1998: 30)

Type of Activities	Kind of Activities
Text-Level Activities	Presentation activities using some device such as OHT , board, etc.
	Sorting, matching, and labelling activities
	Activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality , reference like semantic maps, vocabulary networks etc.
Clause- Level Activities	Presentation and Practice activities relating to the grammatical features of the texts.
Expression Level Activities	Oral-aural pronunciation, decoding, spelling, handwriting or typing practice.

3) Joint Constructions of the Text

Joint construction of the text steps asks students to begin by giving their contribution in the construction of whole examples of the text type then teachers will gradually reduce the contribution to text construction as the students get closer to being able to face the text type independently. Then, some activities can be applied in this stage such as question discussion session, skeleton keys, jigsaw information gap activities, small group construction of the texts, dicto-glos, and self also pair assessment. This step highlights that there are some negotiation between teachers and

students, not domination by the teachers. Moreover, teachers should provide the gradual reduce scaffolding to the students during joint constructing the texts.

4) Independent Constructions of the Text

Independent construction of the text involves students to work independently with the text. Their performances are used to be the achievement assessment to the teacher. Some activities can be applied in independent construction of the text in writing such as the writing tasks which demand the students to draft also present their whole texts.

5) Linking to Related Texts

Linking to Related texts required students to investigate on how or what they have learnt during class then they link to the other texts in the same or similar contexts also imagine future or past cycles material that they get during cycles of teaching and learning. Teachers can apply some activities related such as comparing the use of text type across the different field, researching other text types used in the same field, role playing what happens if the same text type is used by people in different roles and relationship etc.

The model of genre based approach can be drawn in a cycle which is suggested by Hammond, et.al (1992) below:

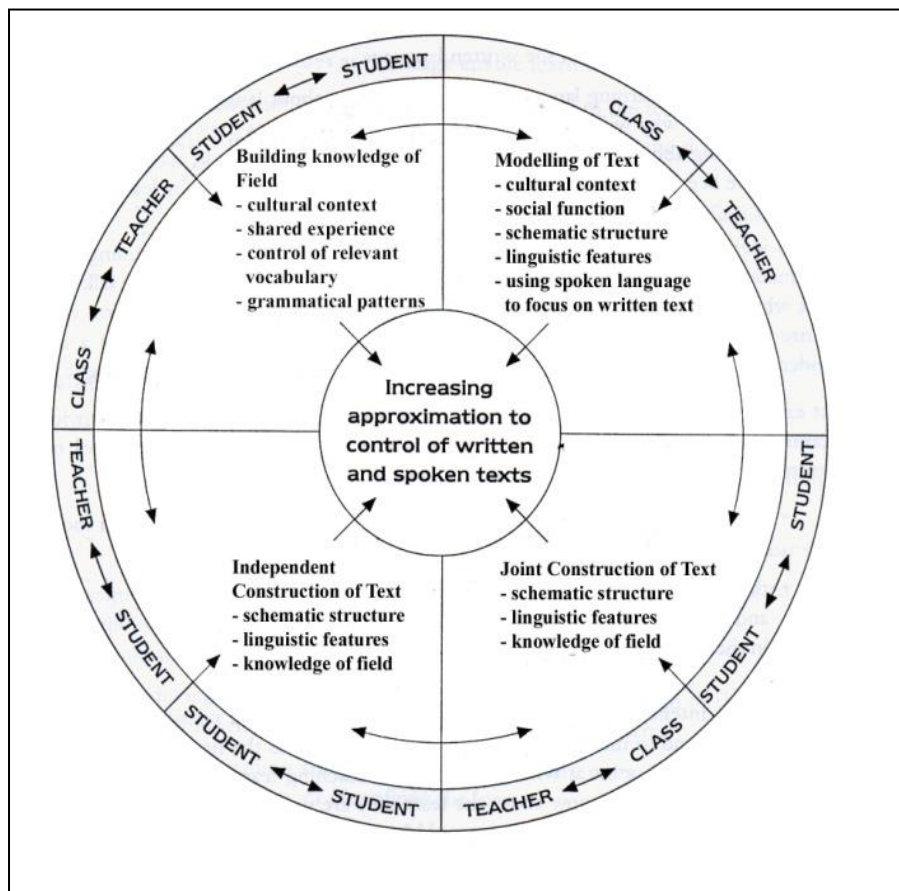


Figure 2.2 Teaching & Learning Cycle (Hammond, et.al 1992)

As stated before, the Indonesian government had just proposed the 2013 implemented to seventh grader students of junior high school. The 2013 curriculum implementation brings to the scientific approach steps used when doing teaching learning process. Based on BSNP, this approach emphasizes some important steps that can be drawn:

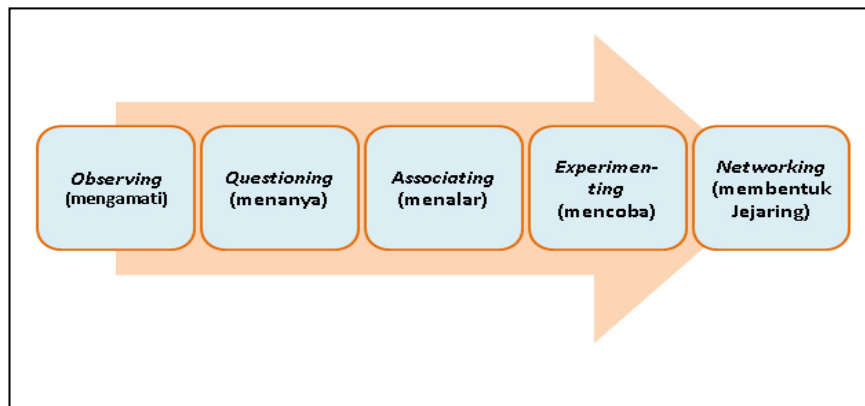


Figure 2.3 Teaching and Learning Steps Using Scientific Approach (Documents of Indonesian Ministry of Education)

According to Suyitno (2010), the steps of scientific approach have been explained above:

1. Observing, students are asked to listen or to read some material objects such as text that have been learning.
2. Formulate Question, this step requires students to ask and limit information items that they want to know for example in producing text.
3. Associating step requires students to firstly collect data or Information. The data related to the formulated questions are collected by the students using various techniques such as doing observations, interview, and reading book. After that, they analyse data or information. These data collections are processed in order to answer the formulated questions.
4. Experimenting, students are asked to have experiment on what they have got on previous steps based on the answer of formulated questions such as in producing

texts, they can create text to express ideas or thoughts through some activities for example guided productions, and free productions.

5. Networking, this step requires students to present their work and to make comment on what they have created through the experiment steps.

In addition, since the scientific approach compares to genre based approach, they actually have similar steps that can be drawn in this table below:

Table 2.4 The Comparison Scientific Approach and Genre Based Approach

Scientific Method	Genre Based Approach	
Observe	BKOF	
Formulate Questions	MOT	
Associating	Collect Data/Information	MOT
	Analyse Data /Information	
Experimenting	Create Texts	JCOT ICOT
Networking	LCOT	

e. The Roles of Teachers in Teaching and Learning Writing Process

During the process of teaching and learning writing, the teacher can apply some roles which are suggested by Harmer (2007:330) explained as follow:

1. The Motivator

As the motivator, teachers can encourage students to think and make effort as possible on what they want to write, before the students are asked to write.

2. The Resource

When students find the difficulties to express some words and expression being used into their first draft, teachers as the resource should be ready to supply information and language used.

3. The Feedback Provider

After students produce their final written, teachers as the feedback provider should give reaction and respond positively even receptively to the content of what their final written product.

f. Writing Assessment

The need of writing is no longer assumed as basically as the way to record the speech and to reinforce grammatical also lexical features of language. Some research had found the uniqueness of writing activity as a skills whose is own features and conventions. The uniqueness may come from the situations in Indonesian teaching class when the teacher knows the students' difficulties in writing to foreign language. This brings to the fact that the assessment of writing which teachers did is not got simple. The first step that teachers can do in assessing is setting a clear objectives and criteria. The criteria include handwriting ability, word spelling, writing sentences that are grammatically correct, paragraph construction and other criteria. These criteria should be known by students so that they can pay more attention to the genre of their written language during producing step. Then, the micro and macro skills of writing can be used by teachers in stating the objective precisely.

In assessing students, the scoring rubrics offered by Cael (2011) from Seattle Community Collage and 2013 Curriculum are adapted. She offered the simple scoring rubrics for the level 3 students writing rubrics included number of sentences which students can write, ideas, vocabulary used, punctuation also grammar. These criteria can be drawn in her table below:

Table 2.5 Final Level 3 Student Rubrics, Cael (Seattle Central Company Collage)

Level 3 Completion Aspects	1 needs improvement	2 developing	3 competent	4 exceptional
Writing	Can write 1-4 Sentences	Can write 5-7 sentences	Can write 8-10 sentences of different kinds	Can write 8-10 sentences of different kinds
Punctuation, Capitalization, and Spelling	Makes many mistakes in punctuation , capitalization, and spelling	Makes some mistakes in punctuation , capitalization, and spelling	Makes a few mistakes in punctuation , capitalization, and spelling	Makes almost no mistake in punctuation ,capitalization, and spelling
Vocabulary (Words)	Uses only a few simple and common words often with mistakes	Uses some simple and common words and makes some mistakes	Uses many simple and common words and makes only few mistakes	Uses simple and common words well. Tries to use difficult word
Ideas	Ideas do not connect to the topic	Ideas only sometimes connect to the topic	Ideas usually connect to the topic	Sentences are all connected to the topic

Grammar (see details below)	Makes many mistakes in grammar	Makes some mistakes in grammar	Makes a few mistakes in grammar	Makes almost no mistake in grammar
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Table 2.6 Grammar Level 3 for Student Rubric, Cael (Seattle Central Company Collage)

Sentences	<input type="checkbox"/> Simple sentences with subject and verbs <input type="checkbox"/> Negative sentences <input type="checkbox"/> Yes/No Question <input type="checkbox"/> Information Question (Wh- Question)
Verbs	<input type="checkbox"/> Be Verbs <input type="checkbox"/> Present continuous Tense <input type="checkbox"/> Simple Present Tense
Other	<input type="checkbox"/> Pronouns <input type="checkbox"/> Demonstrative (This/ That/These/Those) <input type="checkbox"/> Count and Uncountable nouns <input type="checkbox"/> Articles (a/an and the) <input type="checkbox"/> Possessive Pronoun (e.g my, his, her, their, the boy's , Bob's) <input type="checkbox"/> Basic Adjective <input type="checkbox"/> Adverbs of frequency (e.g. always, never, sometimes, often, etc) <input type="checkbox"/> There is, there are

Meanwhile 2013 curriculum offers some criteria which are the coherence sentences, word choices and writing, idea, and grammatical accuracy can be assessed.

These criteria can be drawn on the table underneath:

Table 2.7 Writing Scoring Rubrics, 2013 Curriculum (Documents of Indonesian Ministry of Education 2013)

No	Aspect	Criteria	Score
1	The Cohesion of sentences	100% integrated sentences	5
		80% integrated sentences	4
		60% integrated sentences	3
		40% integrated sentences	2
		20% integrated sentences	1
2	Word Choice	100% correct word choice	5
		80% correct word choice	4
		60% correct word choice	3
		40% correct word choice	2
		20% correct word choice	1
3	Vocabularies Writing	100% correct vocabularies writing	5
		80% correct vocabularies writing	4
		60% correct vocabularies writing	3
		40% correct vocabularies writing	2
		20% correct vocabularies writing	1
4	The Coherence of Content	100 % appropriate content	5
		80 % appropriate content	4
		60 % appropriate content	3
		40 % appropriate content	2
		20% appropriate content	1
5	Grammar Accuracy	100% appropriate grammar accuracy	5
		80% appropriate grammar accuracy	4
		60% appropriate grammar accuracy	3
		40% appropriate grammar accuracy	2
		20% appropriate grammar accuracy	1

Both scoring rubrics are adapted as they will show the more detailed information related to some aspects mentioned earlier about the test takers' performance. In addition, the adaption will help in assessing students writing easily even can categorize the student writing level too.

3. Instructional Media

A lot of patience, energy, time, creativity and competence are spent by teachers to teach in English teaching learning class. There are numbers of factors that affect the

success this class related to linguistic and non-linguistics factors such as students, teachers, methods, materials, and media or aids used.

The media or aids aim to help students in acquiring the concept, skill, and competence that have been being taught during class. According to Harmer (2004:134-136), the teaching and learning process should accommodate the use of teaching aids as it can be used to explain language meaning and constructions, to engage students in a topic, or as the basic of the whole activity. He also lists some media that can be used to support teaching learning process in class such pictures and images, overhead projector, boards, bits and pieces, language laboratory and computer. Henceforth, instructional media is one of media types that will create the good atmosphere in facilitating students' development. Another researcher, Sugeng (2010:159-164) states that there are certain kinds of media that are frequently used in school such as printed media, still media, visual media, audio visual media, real object media, and stimulated media.

4. Photographs

Hamilton (2014:3) states that in our daily life, the advent of social networking media such as Facebook, Flickr, Instagram, also the increasing using of smart phone technology, digital images produced still photography. The photographs can become one of the instructional visual aids in learning writing. The use of photographs aims to help teacher in giving the students support during writing, since they can be used as ways to generate the ideas in writing. According to Peskova (2008:8), the developing of learners' imagination can be served through illustration by using pictures. She also

states that pictures as ideal way to reflect reality especially photographs which are kinds of authentic source and truly illustrate situations, event, portrays of person and so many others. Usually, photographs surely can help the students remember the detail about people, places, and events; they capture anything such as the characterizations, the appearances, and the sequences of events.

In addition, Rieger (1996) in Hamilton (2014:6) argues that a highly suitable means of documenting process is done by photography as the taking photograph actions can be done faster and the detailed even the immediate description can be got easily. Then as the instructional media, pictures have some roles as proposed by Latuheru (1988) in Saadiyah (2010), they are stated as follows:

- a. It will attract and increase students' attention.
- b. It will help them to handle with the difference of the students experiences due to differences in their social and economic backgrounds.
- c. It will provide learning experiences that may be difficult to get in any other way.
- d. It will help to arrange the experience which the students acquire systematically for promoting their cognitive development.
- e. It will help students' ability to do self-learning based on their cognitive development.
- f. It will decrease verbalism (using verbal language whether oral or written in the learning process).

Photographs are designed in colourful even attractive as the stimulant for students in the class situation. The function of photographs aims not only to bring

images in reality but also to become fun element in class. There are some reasons why these media is suitable for the language teaching since they give motivation and draw attention from learners. They also provide a sense of context of the language with a specific reference and stimulus.

This is in line with Wright (2004:2) statement that pictures contribute a lot in making learners interested and motivated. Pictures also reinforce a sense of context of language, and they become a specific reference points and stimulus. He also designs some activities and games that can be done through using pictures under two main categories, they are challenges and opportunities. “Challenges” refers to the activities that have a definable goal. This goal will lead to some predictable need for certain language forms while “opportunities” offers some activities that encourage students to express feelings and ideas, and to exchange experience without stressing on right or wrong.

Moreover, Harmer (2004:67) adds that pictures are often used to present situation in order that learners can be assisted to learn grammar and vocabulary more, but pictures also bring the potential different situation words. It is caused by the activation of students’ creative imagination. He also suggests some activities in teaching writing using pictures such as describing activity, suspect and objects matching, write the postcards, describing portraits, and story activity. In story activity, it includes pictures sequence writing activity, pictures predict writing activity and so many others.

However, when using pictures, there are three qualities that should be possessed. The first is about the appropriateness. Appropriateness deals not only with the purpose in hand but also with the use of pictures in class. The second is the visibility. Visibility refers to how important pictures should be visible for everyone when teacher use them in class. The last is practicality of the pictures that refers to how to make these pictures durable during the class for example teachers can cover pictures with plastic transparent.

In addition, Gerlach and Ely (1980:277) offers six advantages of using pictures in language teaching and learning, namely (1) pictures are inexpensive and widely available resource, (2) they provide common experiences for an entire group, (3) their visual details make the learner easier to study, (4) pictures can be stimulant to further study reading and research, (5) pictures can help learner to focus attention and develop critical judgment, (6) pictures are easily to manipulate.

B. Relevant Studies

There are some relevant studies which show the benefit in using photographs to improve writing ability. The first one is a study by Youra (2009.1). He gives the evidence through his project *Writing to photography/photography to writing*. He stated that photography could become a positive aid to the students when exploring new possibilities in their writing. This opinion comes from the result of his project which aims to develop writing through photography. He found that students gave comments and actions reflected when they began to see photography as rhetoric, as language, and to see the relation between photographic and verbal expression. Moreover their concept

of literacy would develop and would encourage them to explore new possibilities on their writing.

The second, Kellner (2009) in his project *Using photography to inspire writing* found the benefit using photograph in teaching. As the result of his project, he urges the teacher could use photographs in teaching writing as using photograph will help the students overcome their problem in writing. These photographs also turn into powerful teaching aids which inspire students all levels in expository and creative compositions.

The third study is presented by Indah (2010) entitled *Improving Writing Recount Text by Using Photographs: A Case Study of The Eleventh Year Students of SMA Negeri 1 Batangan Pati in The Academic Year of 2009/2010*. She used photographs as media in improving the students writing especially when they produced recount text. As her research was categorized as case study, she used photographs as media in her treatment to the experimental class. The result showed that the experimental class had improved their writing recount text more than the control class which did not get the photographs treatment.

Based on the relevant studies explained above, it can be concluded that the similarity between some studies mentioned early and this research are using photographs as the media to enhance students' writing performance in certain genre texts. Photographs are expected to make students particularly in generating ideas spontaneously and giving motivation to make them become more confident when they produce certain genre texts. Meanwhile, there are some differences also between some studies mentioned early and this research. They are the use of these photographs in

different level and purposes, the type of research, and the type of photographs chosen. Some studies used photographs in higher level such as in criticizing and inspiring to make paragraphs. Then, the type of some studies are experimental and action research in the higher class level. Later, the photographic photographs are chosen in some studies. The photographic photographs aim to ask the viewer in interpreting messages implicitly and explicitly.

In this research study, the photographs were used to enhance the students' writing performance in lower level which is the seventh grade students of Junior High School. The photographs chosen closed to the teenagers' life such as the family and the idol. They used photographs to start their early simple writing composition which was describing someone. The photographs had a role as their scaffolding to produce their simple description texts.

C. Conceptual Framework

As stated in the previous chapter, there are problems to be solved, related to the students' writing ability. First, the seventh grade students at SMP N 4 Magelang felt confused in getting ideas and organizing them. It seemed that they have some difficulties to generate and to organize ideas into their own good texts. Second, the use of supporting media in the teaching and learning process of writing was not encouraging enough in stimulating the students to start writing. From the literature review discussed above, it shows that photographs can be the solution as an instructional media to

generate ideas spontaneously then to organize them to be the comprehensible text production by the students.

Teachers can use the photographs to give motivation, to enhance the students' self confidence and to draw attention during teaching learning writing process. Overall, students can use this media too to share their writing product to the other students through some social network sites such as Facebook. As the result, photographs provide a sense of context of the language with a specific reference and stimulus for the students when they are writing. The conceptual framework of the study can be described as follows:

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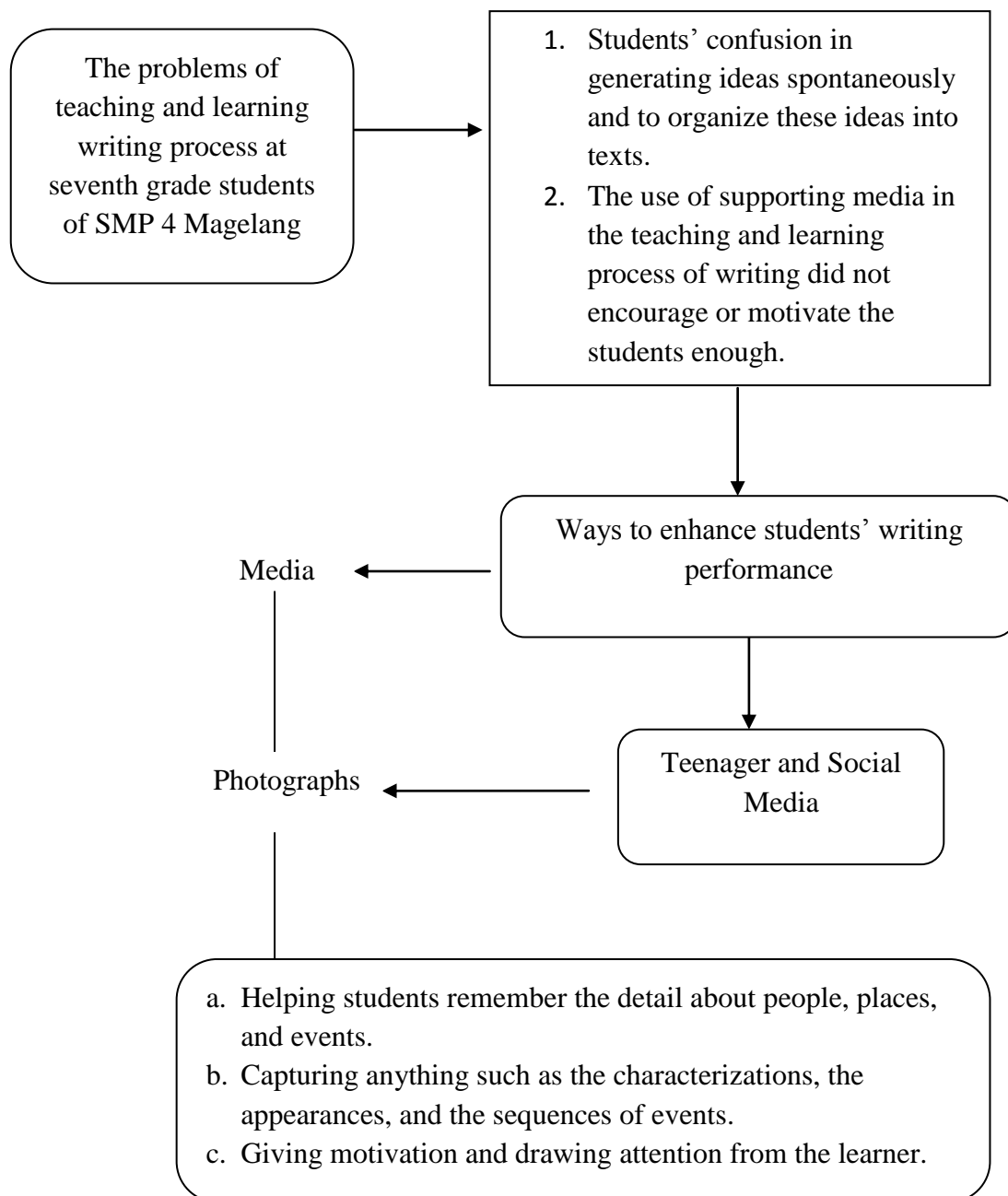


Figure 2.4 Diagram of Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Settings

The research was conducted in SMP N 4 Magelang. The school is located in Magelang, Central Java. Administratively, SMP N 4 Magelang has 36 teachers including 4 English teachers, 15 staffs consisting administrative staffs, librarians, laboratory staffs, security, and janitors. This school has 18 classrooms in good condition also some supporting facilities such as multimedia Lab., science Lab, mosque, canteen, library, and school yards. Then, there is a language laboratory which was not used again as in every class has been completed with the language laboratory devices such as speaker, LCD and CPU., these devices sometimes do not work well and interrupt the teaching learning process.

The research study was carried out in class VII F in the second semester in the academic year of 2013/2014. It was conducted from February to June 2014, starting from the preliminary observation to the implementation of the use of photographs to enhance the students' writing performance of the seventh grade students at SMP N 4 Magelang. The class consisted of 28 students. The number of female students was more than males. There were 17 females and 11 males. The English subject was held twice a week at Thursday (10.45-11.25, 11.40-12.20) and Saturday (08.30-09.10, 09.25-10.00).

The classroom of grade VII F was quite large. It was supported by some equipment such as white board, LCD, CPU, and speaker. As usual, the students had to

sit in pairs according to the gender. The seats were arranged neatly facing the front in directing the white board and the teacher's desk. Sometimes, students felt little bit uncomfortable regarding the air circulation and the lighting so the teacher turned on the fan and the lamp.

B. Research Design

This study is an action research study in nature. According to Ebbut, (1985) action research is a study conducted systematically by a group of participants as a way to improve the quality of education by using particular actions and reflections on those actions. In addition, Burns (1999:30) proposes the characteristics of action research. First, action research is contextual, small scale and localized as it identifies and investigates problems in a specific situation. Second, this action is aimed to bring about the change and improvement in practice. Third, it is participatory as it involves collaborative investigations which are consisted of colleagues, practitioners, and researcher. Fourth, the changes in practice are obtained based on the collection of information or data that provides the thrust for change.

It is assumed that action research as a type of research which aims to improve the ongoing condition in the teaching learning process. Action Research can be done firstly by finding problems in the field then trying to find some solutions to solve these problems. The emphases of participatory and collaborative nature are empowered in conducting this research.

The research was conducted collaboratively with the English teacher, students, and three collaborators. The first and second collaborators became the investigator collaborator during applying the action in class while the third collaborator helped to assess the students writing product in pre test and post test. The team collaborated and worked together in planning, implementing, and reflecting stages of the study. Some processes including finding a problem, formulating a possible solution, implementing the actions, and reflecting the result of the actions were conducted. These action research cycles could be drawn in the figure below:

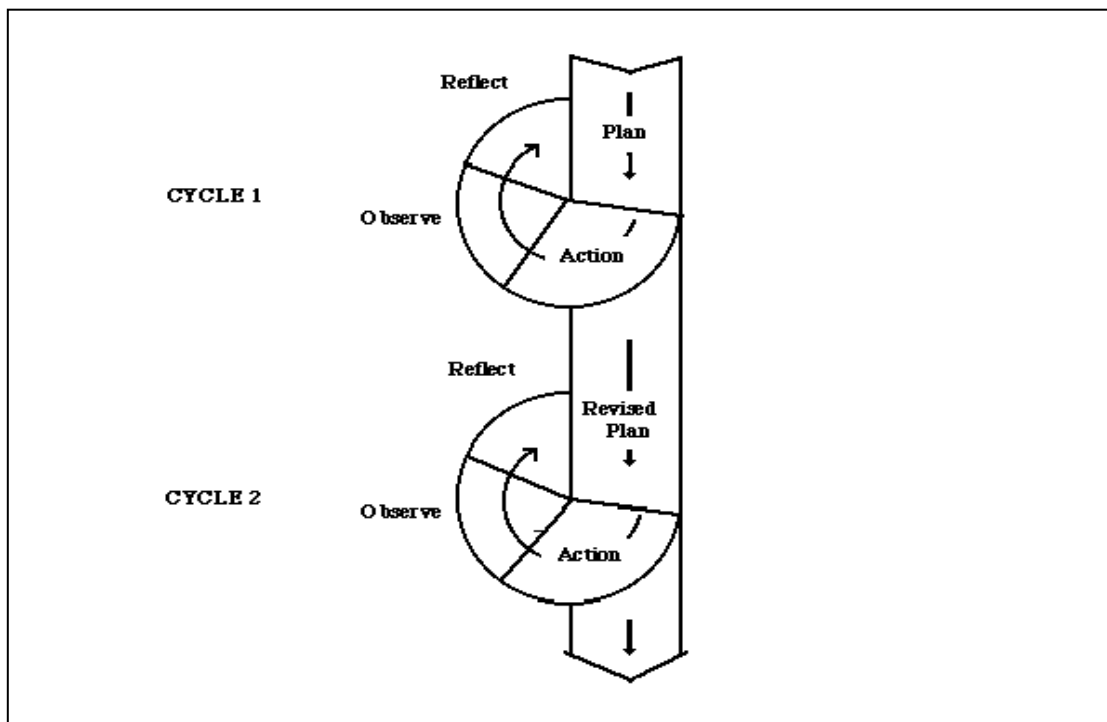


Figure 3.1 Scheme of Actions Research by Kemmis and McTaggart

C. Research Data Collection

1. Type of the data

This research design used both qualitative and quantitative data. The quantitative data were obtained with the scoring rubric adapted from Lindsay Cael from Seattle Community College and 2013 Curriculum. These rubrics were used to assess the students' writing products scores in pre test and post test which were in the form of numeric data. The numeric data showed the enhancement on students' writing performance related to some aspects in writing test. Meanwhile, the qualitative data were in the form of field notes, questionnaire result and some interview transcripts of teaching and learning process that showed some students existing problem in writing, and the situation before and after implementing the use of photographs in writing class. In addition, there were some photographs taken to support the data.

2. Techniques in Collecting Data

There were some techniques used in data collection. To gain both of qualitative and quantitative data, four techniques of collecting data were done. To collect the qualitative data, some interviews, observations, and distributing questionnaire were conducted. Meanwhile, to collect quantitative data testing technique was used. Furthermore, those techniques are explained as the following:

1) Interview

Some interviews with the English teacher and the students were conducted in order to know the students' difficulties in writing and reflections after using the

photographs in class. This kind of interview was conducted in each cycle in order to get the important information that needed to make a decision on this study.

2) Classroom Observation

The classroom observation was conducted in order to see the real situation of teaching and learning in the classroom. The students and their behaviours during the implementation of photographs in class became the main concern to be observed. The English teacher and two collaborators were asked to help observing the whole process

3) Distributing Questionnaire

Third technique is distributing questionnaire. The questionnaires were distributed to get the view of members in writing class before and the expectation after the action.

4) Testing and Evaluating The Students' Writing

The last technique was by testing the students' writing by conducting some tests called pre test and post test. The results of the students writing in those two tests were assessed and evaluated by one collaborator and me. The results of those tests became one of the indicators to decide the next plan and to draw a conclusion of the study.

3. Instruments

The instruments that were used in collecting data in this study are test instruments and non-test instruments. Those research instruments are explained as the following:

Test Instrument

1) Scoring Rubrics

A scoring rubric was needed to assess the students' writings. This rubric consisted of some writing aspects or criteria, the scale of the score and also the descriptions of

each criterion. It was adapted from Lindsay Cael from Seattle Community Collage and 2013 Curriculum. This instruments test would represent about the enhancement of students writing performance related to some aspects in writing during implementation of photographs in class.

Non- Test Instruments

1) Observation Checklists

During the observation process, an observation checklist was needed to record the observation data. To use this observation checklist, the observers could give a tick mark (√) on the aspects that are being observed.

2) Interview Guideline

The English teacher and students were interviewed by using interview guideline. This interview guideline was useful to guide me in asking important questions related to the information needed for the study.

3) Questionnaire

The questionnaire questions would present opinions, obstacles, and expectation of the action from the research members especially the students before and after situation implementing the photographs in class

4. Data Analysis

There were two techniques used in this study. First, in analysing the quantitative data, the descriptive statistics were used. Here, the Excel program was involved to compare the means of students' writing in pre test and post test to determine whether there was enhancement on students' writing performance.

Second in analysing the qualitative data the process of analysis proposed by Burns (1999: 156-160) was used. There were some stages in conducting data analysis defined as follows:

a. Assembling the data

In the first step, the data were collected. Then, the reflections related to the data were done. After that, the initial and revised questions were reviewed to look for broad patterns, ideas, even trends that seemed to answer the questions from the data.

b. Coding the data

This step had the aim to manage the data. The data were identified and coded in some categories which were qualitative and quantitative code.

c. Comparing the data

After coding the data, the categories or patterns across different sets of data were compared such as the interview compared to survey. It was done to see whether they showed the similarity or whether there were contradictions.

d. Building interpretation

In this stage, the data based on the previous stage which were interpreted to see on what could be seen and reflected beyond the immediate surface details were viewed deeper. This step involves some steps. They were posing questions, identifying connections, and explaining on what the research meant at the broadest level. Then, my personal theories' about the meanings of the research was refined.

e. Reporting the outcomes.

In the final stage, how the research and findings would be presented to others and how to organize the entire process of this research from the beginning to the end just the analysis and findings were reported.

D. Research Validity & Reliability

According to Burns (1999), there are five criteria to achieve the validity of research; they are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. To fulfil this criteria, I did some steps they are:

1. Democratic Validity

When conducting this research, some interview to some students and English teacher in finding and selecting the problems which would be solved were done.

2. Outcome Validity

The result of this research could be expected to solve more than one problem. It can be used not only for teaching and learning process also encouraging students' writing skills, self-confidence even motivation.

3. Process Validity

To get the process validity, some steps in this study were done through first doing classroom activities observation, then making field notes during the lessons, after that interviewing students and the teacher, finally having discussion with the school principle to conduct the study in the scheduled time.

4. Dialogic Validity

To get the dialogic validity, the teacher were asked to act as an observer who observed and reported the students' reaction during the teaching and learning process in implementing photographs in class.

5. Catalytic Validity

Catalytic validity means that the participants were allowed to deepen their understanding about the social realities of the context and how they can make change within it. To get the catalytic validity, some interview to the students and the teacher were done for knowing their perceptions of the problem and the understanding of their roles in the research.

Then the reliability of the research will be got by giving some collected data, such as the field notes, interview transcript and other records. Burns (1999) proposes 4 triangulation techniques for find the trustworthiness, and three of triangulations were used in this research study, they are:

1. Time Triangulation

The data are collected at one point in time or over a period of time to get sense of what are involved in the processes of the changes.

2. Investigator Triangulation

This research will involve more than one observer to avoid observer being biased and to provide checks on the reliability of the observation. According to Burns and Grove (2001), the potential for bias that may occur in a study conducted by a single investigator will be reduced by the use of investigator triangulation.

3. Theoretical Triangulation

The data are investigated from more than one perspective.

In addition, I employed inter- rater reliability. There were more than one on rater or scorer in assessing students' writing performance, including me and my partner when doing teaching English during KKN PPL in this school at the previous semester.

E. The Research Procedure

This action was conducted in two cycles depending on the students' enhancement writing performance. There were some steps that must be followed in each cycle. These steps modified from Burns (1999:33) in Madya (2009:67) were used in this research. They were described as follows:

1. Determining Thematic Concern (Reconnaissance)

The first procedure involved me to identify the problems based on the observation and interview. Then, all the participants discussed and chose the problems that needed to be overcome.

To find out the teaching and learning writing process in VII F class of SMP 4 Magelang the reconnaissance steps were done through observation, survey, and interviews. The classrooms observation was conducted in February 12th and 20th 2014. After the observation was done, some students questionnaires related to some difficulties which they got in the teaching learning writing process were distributed. Later, some interviews to some students and teacher were involved. After that, there was a discussion with the research participant related to the existing problem.

Based on the observation, interview, and result questionnaire, the research participant identified the existing problem which were necessary to be solved collaboratively. Then, the possible problems which wanted to be solved were determined by the research participant too.

2. Planning

After selecting the problem from the reconnaissance, some plans were made to choose the actions that are feasible implemented in the field. The course grid lesson plans, and hand-outs were prepared. In planning the actions, I discussed and worked together with the English teacher of VII F SMP 4 Magelang. The aim of this action was to enhance students' writing performance using photographs. Using photographs has some beneficial roles, they are :

- a. helping students remember the detail about people.
- b. capturing anything such as the characterizations, the appearances, and the sequences of ideas.
- c. giving motivation and drawing attention from the learner.

3. Action and Observation

In this step, the plans of action were done. The photographs were used and printed to make students interested and gave them ideas to write something especially in making descriptive text about their family members. The first cycle was done in four meetings. As there were some national holidays in Thursday class, the additional hours were asked to the English teacher and Curriculum Vice using the counselling hours

which was held every Wednesday at 12.20-13.00 p.m. during the actions implemented.

The schedules of the actions could be presented in the following table below:

Table 3.1 Schedule of Action in Cycle I

No	Cycle	Day, Date	Time	Text -Theme
1.	I	Saturday, 10 th May 2014	08.30– 10-05 a.m	Descriptive-Family
2.	I	Saturday, 17 th May 2014	08.30– 10-05 a.m	
3.	I	Wednesday, 21 th May 2014	12.20-13.00 p.m.	
4.	1	Thursday, 22 th May 2014	10.45- 12.20 p.m.	

The role as the English teacher to implement the action was taken during the research going. Then, the research participant worked collaboratively in order to observe and to record the actions during the teaching learning writing process happened. In this case, the collaborators would observe the teaching learning writing process related to the students' enthusiasm, confidence, and activeness in the class and the class atmosphere, obstacle etc. The observation checklist was used to put marks on the aspects and activities done using the photographs. The field notes are written based on the gained data.

4. Reflections

After the action was done, some reflections in using photographs were done by considering the achievement of the students' writing performance. Based on the result

of cycle 1, the next cycle was considered to be conducted to make some significant improvement.

5. Revised Plans

Considering the result of cycle 1, the actions were refined. Some mistakes and weakness of the previous actions were revised. The next cycle was planned by preparing course grid, lesson planning and hand-out for three meetings. The actions were:

- a. using more photographs that represent some feasible adjectives used.
- b. drilling grammar especially the simple present tense and sentence patterns used.
- c. maximizing the pair and group work.
- d. giving rewards to the active students.
- e. giving more feedback written and oral to the students related to their writing performance.

In this cycle, the actions focused on how to use photographs in certain activities which motivated the students' active participation in group works even created fun competitive at the classrooms.

6. Actions and Observations

In this phase, photographs were involved in three meetings. The collaborators would observe the teaching learning writing process and the obstacle which might be appeared. They used the observation checklist too and wrote this gained data into the field notes. As there were some national holidays in Thursday class too in cycle 2 , the

additional class using the counselling hours again were used . The schedules of the actions could be presented in the following table below:

Table 3.2 Schedule of Action in Cycle 2

No	Cycle	Day, Date	Time	Text –Theme
1.	II	Saturday, 24 th May 2014	08.30 -10.05 a.m.	Descriptive-Idol
2.	II	Wednesday, 27 th May 2014	12.20-13.00 p.m.	
3.	II	Saturday, 31 th May 2014	08.30 -10.05 a.m.	

7. Reflections

After the action was done or implemented, some reflections were done. The reflections on this stage were conducted by evaluating the actions through interviewing the research team including the English teacher and the students about their response towards the actions. Then, students also filled the questionnaire. If the result showed some improvement, the research study was ended. It was considered effective to solve and to enhance the students writing performance.

CHAPTER IV

Research Findings and Discussion

A. Reconnaissance

In conducting the research, I worked collaboratively with other research members including the English teacher and the VII F students of SMP N 4 Magelang. To identify some problems found in English teaching and learning process in SMP N 4 Yogyakarta, class observations, interviews, and survey were conducted. Based on the first reconnaissance process, it can be concluded that students' faced some problems when they wrote. Second, the English teacher of VII F class and students were interviewed to find out their opinion related to the teaching and learning process. Third, survey was conducted through distributing the questionnaire before the implementation. The questionnaire questions described some possible problems that students had during writing.

1. Identification of the Field Problem

The identification of the problem was obtained through the class observation, survey and interview. The first observation was conducted on Thursday, 20th February 2014. The situation of the English teaching and learning process in VII F class was shown in these following vignettes:

“Ok, I had divided the class into some groups. Please listen!” ET(English Teacher) made the group class arrangement. Some Ss (Students) felt in hurry to meet their group. Then, ET divided Ss’s book. She asked them to find and analyze the adjectives and pronouns used in their friends’ descriptive texts. ET reviewed the last material before .After that, the students should report the result in their group first. **Ss started their discussion group, but some of students were inactive and did not contribute.** Then, in almost end of class, ET was called by the headmaster so the researcher (R) was asked to replace her administering the class. R should administer the students’ participation in group discussion also asked them to present their result in front of the class. “Ok, class. Have you finished your work?” (*Belum pak*)” **Not yet , sir”. They say that they had not finished yet to identify and to write their idea answer to their book.** Then R asked Ss to start their presentation **“Ok who wants to be the first group sharing their discussion result in front of the class? Don’t be afraid. “However, Ss looked passive and waited R to point the group....**

To get the situation of teaching and learning process deeply in VII F class, I observed the class again. Here is the vignette:

..... Ss’ looked having discussion in pairs to finish their job in making draft about asking and giving information about the notices found in the public area. (*“Iki inggrise apa ya”*)**“What can we say in English these words?” Some students which did not bring dictionary asked their friends some words that possibly used to the other pairs. They looked confused to make it. Even they asked me (“pak, kalo begini betul tidak ya ?”) “Are these words correct or not, Sir ?”**

R checked Ss’ work and found some misspelling word writing. “Do you bring your dictionary? Please consult your words in the draft.” (“Coba cek draft mu pakai kamus !“)

... Finally I warned to point Ss again randomly. Ss complained (“Jangan saya pak!”, “Belum jadi nih!” “Nanti kalo salah gimana pak.”) “I do not finish it, Sir !”, “I am afraid of making mistake !” Some Ss replied

.....in the draft they still wrote the misspelling words on their draft that they gave to me later ignored the use of punctuation, capitalization, and unclear word written related to their mechanics.

Vignette 2, 19th April 2014

Having done two observations, I found that the students were lack of ideas because they took a long time for thinking about what they would write only. They also seemed to lack in self confidence to suggest ideas in front of the class. Furthermore, the class activities were not encouraging and motivating students enough to start their writing. In addition, the interview transcripts with the English Teacher below also showed why students looked passive and not confident to share their idea and to use their creativity while writing:

- R** : “After I observed the class, I found that **the class looked inactive rather passive to try Mam?**”(Setelah saya amati di observasi pertama dan kedua ini, saya lihat kok siswa kurang aktif ya atau berani mencoba bu)
- ET** : “It is right. **VII F class was still inactive and brave to try. They waited me to point them.**” (Ya itu mas kelas vii F memang masih kurang aktif bahkan berani, harus beberapa kali saya memberi umpan .)
- R** : “I thought that they were lack of confidence Mam.” (Saya rasa mereka kurang percaya diri ya bu.
- ET** : “**Yes, they were lack of confidence to express their idea in writing.** “(Iya mas mereka kurang confident untuk mengeskperesikan ide mereka di tulisan)
- R** : “Oh, then I also found that when they wrote they were still followed the given example “(Oh, begitu ya bu. Kemudian saya lihat beberapa anak saat menulis masih mengikuti contoh ya bu.)
- ET** : “**Yes, they wrote their text like the given example but they did not develop it.**”(Ya itu mas memang mengikuti contoh yang saya berikan tapi ya mereka kurang mengembangkan maksimal.)

Interview Transcripts, 19th April 2014

R : Researcher ET : English Teacher

Then, the questionnaires were distributed before implementation for the students to fill in. Some questions in questionnaire described some possible problems that students got during writing. The result of the questionnaire analysis is presented as follows:

Table 4.1 Students' Writing Problem Questionnaire Result (Before Implementation)

No.	Question Points	Yes	No
1.	Do you think that English writing class is difficult and bored?	100%	0 %
2.	I got difficult in generating the ideas spontaneously.	68 %	32 %
3.	I got difficult in organizing even developing the ideas into the well arranged text.	68 %	32 %
4.	I got difficult in word choice used when writing.	96 %	4%
5.	I used the supporting facilities such as dictionary and internet when writing	100 %	0 %
6.	I like discussion activity in English class	100 %	0%
7.	I got difficult in working myself in English class	64 %	36 %
8.	I did some activities in social media		
	<input type="checkbox"/> Update status using English	47 %	53 %
	<input type="checkbox"/> Post photo about my friends, place, and things	45 %	55 %
	<input type="checkbox"/> Make note using English	8%	92 %

The result of the questionnaire analysis showed that the students faced some problems in writing. For about 68 % students had the difficulty in generating and developing ideas into well arranged texts. Then, 96 % students faced the problems to determine the correct word choice. To strengthen these result findings, the teacher and students were interviewed. The interview transcripts concerning on the problem is presented as follows:

- R : “....**I found that students faced difficulties to generate ideas, to use correct word choice and sentence patterns. These difficulties influenced them till they were in eighth grade when I did PPL** “ (*anak-anak kelas vii pernah mengalami kesulitan di waktu menulis saat menentukan ide, vocaburaies dan sentence pattern nya sehingga masih terbawa ke kelas viii pas saya ajar.*)
- ET : “It is right, but the seventh grade that I teach today looked better than the previous class. They can write vocabularies and sentence patterns well. **They were lack of confidence and practice to write down their idea. Some of them are still confused.**” (*Iya mas, tapi untuk kelas vii yang saya ajar ini sudah agak mendingan dari pada yang kemarin. Yang kelas vii ini sudah mulai bisa untuk menulis vocaburaies dan sentence patterns dengan baik namun ya itu mas masih kurang pede dan latihan , saat menuangkan ide beberapa juga masih bingung.*)
- Interview Transcripts , 12th February 2014**
- R : Researcher ET : English Teacher**

- R : “Then, on what parts do you face these difficulties” (*Kemudian sulitnya dimana?*)
- S10 : “When I started writing, **I got difficulties on clueless of ideas and choosing the appropriate words later using the inappropriate tense**” (*Pas mau nulis itu loh pak saya kadang bingung gak punya ide dan bingung kata-kata yang akan digunakan sama tenses kadang kurang teliti pas nulis pak*)

Interview Transcripts, 19th April 2014

R : Researcher S10 : Student 10

There were 64 % students who gave their opinion that the individual work was difficult. They preferred to do the task in group, but their group discussion sessions were not used effectively and efficiently to help the members’ of the group in sharing ideas. Sometimes, some students were inactive in group and they waited the other groups to cheat their work.

- R : “Why did you do the task alone, this is the group discussion . Look the other groups still doing and discussing the task!” (*Lhoh kok kamu ngerjain sendiri, ini kan kerja kelompok lihat kelompok lain sudah mulai kerja dan berdiskusi?*)
- S3 : (smiling) “Every person in my group talk out of topic sir. **They did not want to finish it. This made me feel annoyed and lazy to do the task.**” (*(senyum) Lhah pada ngobrol sendiri pak ini ndak mau coba bareng. Jadi sebel dan males kalo kelompokan gitu.*)

Interview Transcripts, 19th April 2014

R : Researcher S3 : Student 3

- R : “Have you done your given task ? Why are you talking ?”(Udah jadi belum nih tugas dari ibunya? Kok malah ngobrol?)
- S6 : “No, Sir. We are still doing it but **Fardan always jokes.** “(*Enggak pak lha ini lagi dikerjain tapi Fardan sok ngejak guyon*)

Interview Transcripts, 19th April 2014

R : Researcher S6 : Student 6

Hence, to find out the students' writing skills, a pre test was held before applying the action. In the pre-test, the students had to make a short simple descriptive text. The students should observe their bench mate first related to his or her physical appearance and costume worn and listed some adjectives and nouns that they could find then they made the simple sentences for each adjective and nouns that were found. Finally, they were asked to arrange their sentences into well arranged texts.

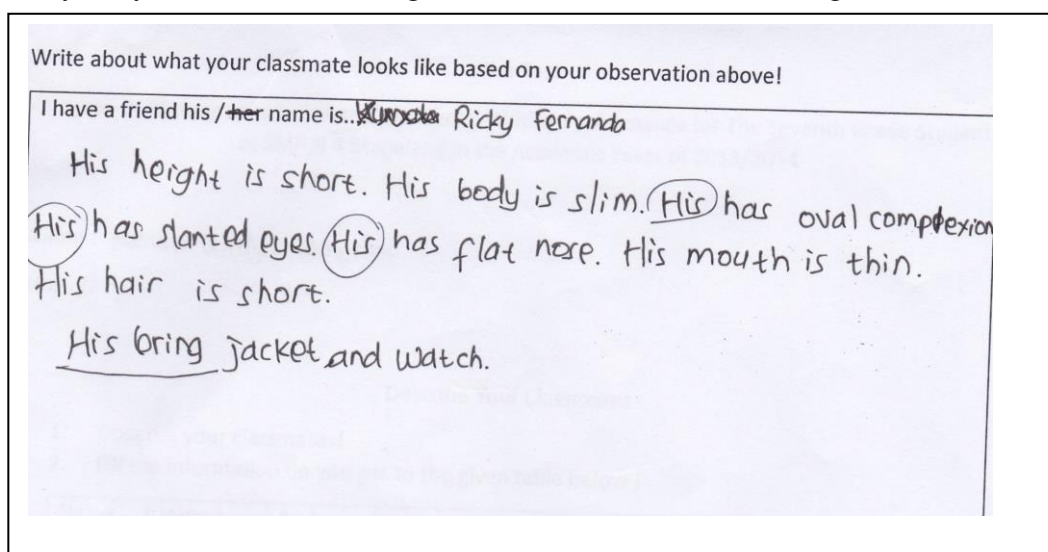


Figure 4.1 An example of the result of a student's pre-test

The figure above shows an example of the result of a students' pre-test. There were some errors that a student made in her writing product. She only could make sentences less than four or five sentences. The sentences made sometimes did not have cohesion to the other sentences or unorganized and contained inappropriate words choice and misspelled vocabularies writing. There were also some grammatical mistakes. She forgot to use the correct sentence pattern of present tense however she still remembered to use capitalization in the beginning of the sentence and the name of the person, then to use clear punctuation, comma or full stop, when compared to the

other who always forgot these mechanisms. 28 students were involved in the pre test and the result is shown below:

Table 4.2 The Students' Writing Scores in Pre Test

Aspects	The Cohesion of Sentences	Word Choice	Vocabularies Writing	The Coherence of Content	Grammar Accuracy	Mean
Pre Test	62.86	67.86	66.79	81.42	58.57	65.36

The table showed that the mean value of the pre-test was 65.36. Then, the cohesion of sentences value is 62.86. Next, word choice value is 67.86 and the coherence of content is 81.42. The last, the grammar accuracy is 58.57. The result of pre test can be concluded that the students were good in the coherence content aspect where they could make their content connecting to the given topic however they needed to repair some aspects in their writing. The mean score is considered low. The writing score should be focused more on how to make cohesion of sentences, to use correct word choice, to write correct vocabularies writing, and to minimize the grammatical mistake.

From the pre-test, observation, vignette, interview, and survey, the field problems that appeared in the teaching and learning process of writing were presented in the table below:

Table 4.3 The Field Problems in Teaching Learning Writing Process of VII F Students SMP N 4 Magelang

No	Problems	Source of the problems
1.	Some students did not fully joining the class.	S
2.	Students were lack of ideas when they wrote.	S
3.	Most students were afraid of making mistakes to write in English	S
4.	Students were lack of confidence and motivation while learning writing.	S
5.	Students wrote some misspelling words.	S
6.	Students had low vocabulary mastery	S
7.	Students had difficulties on how to arrange the correct sentences patterns.	S
8.	Students did some errors in the use of tense.	S
9.	Students were confused to arrange the good paragraph.	S
10.	Few students brought the dictionary	S
11.	Some students just copied their friends' writing work	S
12.	Students did not use their creativity more to maximize their idea.	S
13.	The exposure media of learning writing were not enough and well prepared to make the students interested to start writing.	M
14.	The class activities in writing were not enough encouraging and challenging.	T
15.	Students got less chance to practice writing.	S

S : Students M : Media T = Teacher

2. Selecting the Field Problems to Solve

The focus of the research is on enhancing the students' writing performance so the field problems that appeared in the teaching and learning process of writing were selected based on the urgency level and feasibility. Those problems were mentioned on the table below:

Table 4.4 The Selected Problems in Teaching Learning Writing Process of VII F Students SMP N 4 Magelang

No	Problems	Source of the problems
1.	Students found difficulties in generating ideas.	S
2.	Students had low vocabulary.	S
3.	Students faced difficulties in constructing sentences.	S
4.	Students were lack of confidence and motivation while learning writing.	S
5.	The class activities in writing were not enough encouraging and challenging.	T
6.	Students did not fully joining the class.	S
7.	Some students just copied their friends' writing work	S
8.	Students did not use their creativity more to maximize their idea.	S
9.	Students got less chance to practice writing.	S
10	The exposure media of learning writing were not enough and well prepared to make the students interested to start writing.	M

S: Students T : Teacher M : Media

After the problems were formulated, some plans to overcome were designed. Therefore, I applied photographs as one of media for the students to write. Some enhancements in the students' writing performance were expected after using photographs. Photograph has the role as the media that could help students to generate ideas. In this study, each student made a descriptive text based on his or her given photographs. They could develop their own descriptive text by themselves. Some vocabularies exercises to improve the students' vocabularies mastery were designed, for example, the students had to match the words with the things in the photograph and some photographs should be matched to the correct adjectives and nouns choices. Furthermore, some additional integrated exercises were designed to the students for practicing tenses, spelling, and punctuation.

B. Reports of Cycle I

1. Planning

a. The Concepts of Course Grid and Lesson Plans

In the first step of planning session the English teacher and I discussed the actions that would be implemented in cycle 1 in a democratic atmosphere. The efforts focused on enhancing the students' writing performance through the use of photograph.

1) Designing the Course Grid

When the field problems had been formulated and the actions had been designed, some plans for the first cycle were made. Since the school had applied 2013 curriculum, the core competence and basic competence for seventh grade students were used in designing the course grid. From the discussion between the English teacher and I, the core competence 3, 4 and the basic competence 3.10, 4.12, 4.13 were used in first cycle and second cycle with the variation of activities and themes such as the family topic used as the theme in course grid cycle I. The core competence 3 is related to the knowledge aspect in 2013 curriculum which is understands knowledge (factual, conceptual, and procedural) based on the knowing feel desire about the science knowledge, technology, arts, cultures, related to the phenomena and events looked in the eyes. This core competence could be achieved by the basic competence 3.10, understands social function, text organization, and language features form the descriptive text which explains and asks about person, animal, and thing in short and simple descriptions accordance to the context used.

The skill linked to write, the core competence 4, is tries, processes, and presents in concrete domain (using, disentangling, combining, modifying and creating) and abstract domain (writing, reading, counting, drawing and composing) accordance to what have been learned in school and other similar resources in view points or theories. The basic competence 4.12; gets meaning in spoken and written short simple descriptive text, and 4.13; creates spoken and written short simple descriptive text about person, animal, and thing by paying attention to the social function, text organization, and language features rightly and contextually; were used to achieve the core competence 4 mentioned before.

The English Teacher and I decided to use scientific approach suggested in 2013 curriculum however in sequencing activities, it was combined with genre based approach. Since the scientific approach compares to genre based approach, they actually have similar steps. The first step was observation. In this step, I did apperception before students met new material like in BKOF step. A photograph was distributed and students were asked to mention some information based on the given photograph. The second step was formulating questions that students were delivered the sample of descriptive texts based on the given photograph and information that they mentioned before. They should find out some differences between the words used in English and Indonesia and identified to social function, text organizations, language features, even the format in writing this descriptive. Third step was associating. This step required students to find out some information in the given descriptive texts. Both formulating question and associating steps were conducted like MOT step. Fourth step was

experimenting. Students were distributed the other photographs, sample of descriptive, and exercises followed. They should practice to observe, to find information, and to analyze the photographs and given texts in pairs or groups. After that, they should bring their own photograph and started to write individually their own descriptive text based on the theme. JCOT and ICOT steps were conducted in this experimenting step. Later, they could post their final writing product in Facebook site in networking step like LCOT step activities. The photographs and materials in cycle I were attached in appendix E.

2) Making Lesson Plans

To make the class ran smoothly and successfully to reach the learning objective, the learning process should be planned in the form of lesson plans. The lesson plans which were designed covering indicators achievement in each meetings, class activities, time allocation, classroom management, aims and principle of the task and activities designed. The designing of the lesson plans aimed to minimize the irrelevancy and inefficiency of teaching learning process. The lesson plans could be the guideline for me in administering the teaching learning process more systematically and be a reminder about important material and activities that were needed to be conducted. It will make the English learning became a holistic process including sequence of meaningful process.

b. The Concepts of Action Plans

After the field problems to solve were determined, the actions for solving the problems were planned. Some situations were expected to happen through the designed actions, they are:

- 1) students could be fully joining the class.
- 2) students could be confident in writing English.
- 3) students could generate ideas in writing .
- 4) students could construct their own sentences correctly.
- 5) students could maximize their creativity in writing.
- 6) students could be more aware of the grammatical accuracy and writing mechanism
- 7) students could be encouraged to write.

In a democratic and dialogic atmosphere on 3rd May 2014, the collaborators and I discussed some actions that would be implemented in cycle I. To support the main action, there were some supportive actions that would be covered in the teaching and learning process. The main actions and supportive actions are presented below:

1) Applying Photographs Based Activities

The use of photographs has some beneficial roles, namely (1) helping students remember the detail about people, place, and things around, (2) capturing anything such as the characterizations, the appearances, and the sequences of ideas, and (3) giving motivation and drawing attention from the learner.

In the lesson plans, some photographs and their following exercises were designed for the students. Since this lesson plan took the family theme, so some photographs, sample of descriptive texts that represented one of family members, and following exercises were used in the given hand-out.

In the handout, firstly students were asked to identify what kinds of adjectives and nouns that they could possibly find on the photograph. After that, a descriptive text that described the photographs was delivered as modelling texts. Each sentence on this text was matched to the part of photographs. Students would see that some adjectives related to the physical appearance and the costume wear can be used to generate ideas. They also learnt how to construct the sentence pattern and to organize descriptive text through this given text. Some questions related to text were provided and students would practice answering in order to find the information to the given texts with my guidance.

Then, in pairs students observed the second photographs and a descriptive text. They were asked to underline each sentence and to match them to the parts of photograph. Later, they should answer the question and try to identify the organization of given descriptive text. The third photograph required the students to work in group and to do the filling in the gap activity. The filling in the gap activity involved students to complete the sentences using some adjectives and nouns provided in the photograph. Still in group, students were distributed the fourth photograph. Using the photograph, they should find some adjectives and nouns that were possible to find on the blank boxes matched to the parts of photograph. Next, they should make the sentences using

the adjectives and nouns. The sentences that they made should be arranged and be written again in a good paragraph. They should present their work in front the class.

To use their creativity, students were asked individually to choose one of their family members photograph as the fifth photograph and to describe it. After they chose, they should list some adjectives and nouns found and make the sentences. Using their sentences, they arranged their first draft and consulted to me. After the consultation sessions, the given feedbacks were used by students to revise their first draft and collected to me again.

2) Giving rewards to the active students.

To make students compete, the direct mark were given to the active students individually or in groups using the grade of social indicator in 2013 curriculum. This action aimed to activate the students. They were expected to be more active in class.

3) Giving more feedback written and oral to the students related to their writing performance.

When students consulted their first draft personally one by one, the written and oral feedbacks were given. This personal meeting would help me as the English teacher to give feedback on their writing related to their difficulties during writing process and their errors in writing mechanism.

2. Action and Observation

The actions which were focused on enhancing students writing performance were conducted in four meetings on May 10, 17, 21, 22 . When conducting the research, the collaborators took note in the back of the class to observe the situation of teaching

learning process. Some documentation in the form of photographs were taken to support the research data related to the teaching learning process. The data of cycle 1 were collected through classroom observation and interviews.

a. Applying Photographs Based Activities.

Applying Photograph Based Activities aimed not only to bring images in reality but also become one of fun elements during the class. When photographs first were distributed in class, students gave attention and examined these photographs seriously. They tried to give comments or to ask question related to the photographs even to suggest idea.

. Ss were shared the other photograph. I asked Ss to observe what they learnt from the photograph in group. One by one Ss' group presented their result that they found. **“Policeman, pak.” The one group answered. “He is handsome, pak . “ the other groups added.**

FN 8/17th May

Later, there were some tasks followed that students should do. Using various learning aids such as dictionary and text books, they tried to complete their tasks. Students seemed to be enthusiastic while doing the tasks. Then, there was an enhancement of students' writing performance. They seemed to be more confident and comfortable when they began to write. Students admitted that using photographs would help them getting ideas easily then writing them into their own descriptive text clearly. They could mention some adjectives and nouns that could be used as the ideas of writing.

- R : **“When I used photographs and gave you the writing practice activities, do you like it?”** (*Oh iya. Lha terus ketika saya pakai foto dan beri aktifitas untuk latihan menulis , kalian suka enggak ?*)
- S18 : **“I like it sir. It became more interesting”** (*Saya suka pak. Jadi lebih menarik*)
- S22 : **“Yes, sir using photograph can be easier to get ideas.”**(*Iya pak pakai foto jadi lebih cepat dapat ide*)
- S23 : **“It can be clear to describe, Sir”** (*Jadi jelas ndeskripsiinya gitu pak*)......
- R : **“Then, do you feel confidence to write English?”**(*Lalu kalian lebih pede donk buat nulis lagi ?*)
- All : **“Insa Allah, (nooded)”** (*Insa Allah , pak (menganguk)*)
- Interview Transcripts, 21st may 2014**
- R : Researcher S18,22, 23 : Student 18 , 22, 23 (All)**

The photographs also increased students’ motivation and attention toward writing English. Their English teacher which was interviewed commented positively when she found that her students’ motivation in learning English increased and they knew better on how to generate ideas and to construct them into the sentences after that, to organize their sentences into the well arranged descriptive texts.

- R : **“What is your opinion about the instructional media which are photograph implemented today?”** (*Bagaimana pendapat ibu mengenai media dalam hal ini foto-foto dan beberapa aktifitas yang saya implementasikan di kelas ?*)
- ET : **“The photograph and activities which you designed interesting enough. By using the photograph, students begin to make their ideas to be simple descriptive texts”** (*Oh iya mas foto dan aktifitas yang mas buat cukup menarik. Melalui penggunaan foto juga, para murid mulai bisa untuk mengarahkan membuat ide menjadi sebuah bentuk tulisan.*)

Interview Transcripts, 23rd may 2014

R: Researcher ET : English Teacher

b. Giving rewards to the active students.

This supporting action influenced the students individually competing to others students in suggesting their answer while in group work they began participated. The participation could be shown as they took creativity to do the task. Then, they helped their friends to understand the instructions and to examine the photographs provided.

After that, they also helped their friends to start their writing in generating ideas and finding some vocabulary needed to do the task. The students seemed to start involving group discussion actively and giving motivation each other.

...Ss did it in group. Then, I asked Ss to present their group result in blackboard after that I would give the direct mark. **Ss actively came forward and wrote their group result.** Ss and I checked the answer together. Ss could easily answer the uncompleted sentences and I gave the direct mark....

FN . 8 /17th May 2014

However, there were still found some students who were inactive in group discussion session, they were warned and monitored.

I monitored Ss . I asked to one of groups.“ **Why do not you start to finish your practice?”** *Kamu kok gak ngerjain latihannya ?* “ Students responded “*Ini pak nunggu garisannya.* “ “ **I wait the ruler, Sir** “ **I asked them to complete the practice soon.** In the back row, I saw there was only one student which did their group practice while the others friends in the same group looked talking each other out of topic. I approached this group and warned to help their friends. “**Help your friends, this is the group discussion class!** “

FN. 7/10th May 2014

c. Giving more feedback written and oral to the students related to their writing performance.

When students produced their writing product, they still had problems to make sentence correct patterns in using present tense and possessive pronoun. They sometimes forget the 's' adding in the action verbs and to be 'is, am, are' when answering the questions and making their own texts after that they were confused in using possessive pronoun "him, her" with subject 'he, she ' and object 'him, her' . Furthermore, I did some explanation and repetition on how to use correct present tense and possessive pronoun.

... **"When you want to make your unorganized sentences in descriptive text , you should use present tense. Ketika kamu membuat kalimat lepas di teks deskriptif, kamu harus menggunakan keterangan waktu present tense. Ciri-cirinya apa?" Ss answered that using to be is, am, are and verbs/es.**

FN. 10/22nd May 2014

...Then, I said **" I have checked your adjectives and nouns words then sometimes still found incorrect adjectives and nouns forms so I gave circle sign to correct. " "** *Saya sudah mengecek pekerjaan kalian lalu masih menemukan beberapa bentuk kata sifat dan benda yang kurang tepat sehingga saya memberi tanda lingkaran untuk diperbaiki.* " I explained using one example on how to make adjectives and nouns forms correctly. **"Ok when we want to say in English *dia punya rambut yang lurus panjang hitam*, gimana nulisnya? "** I tried to guide them **"Her hair is long straight black hair."** Ss checked their answer and tried to correct their adjectives and nouns words...

FN. 10/22nd May 2014

Then, students had to consult their writing product personally. When consulting their draft first, the feedbacks were given. Usually the most feedbacks related

to their writing mechanism including the use of punctuation and capitalization, students sometimes still missed some punctuation rules. After revising their draft, students became more aware about this mechanism and be careful when they were writing.

- R : **“Are there any diffiucties when you get practice writing in my class?”** (*Ada kesulitan lain gak pas kalian latihan nulis bareng di kelas bapak?*)
 S22 : **“Forget to use correct present tense”** (*Ada pak kadang lupa tenses nya*)
 S23 : **“Using Capitalization”** (*Iya, huruf besar*)
 S18 : **“Punctuation including full stops and commas, sometimes I missed them. So I have to check my writing before collecting to you, Sir”** (*Sama tanda baca titik koma lupa gak teliti gitu pak. Jadi harus saya cek berulang kali dulu sebelum ngumpulin hehehhhe*)

Interview Transcripts, 21st may 2014

R : Researcher S22, 23, 18 : Student 22, 23, 18

Later, in making students more understand on how to organize their sentence to be well arranged from top part to bottom part of photograph related to physical appearance and costume wore. Students were asked to sing head, shoulders, knees and toes together. The lyrics of the song contained on how parts of human body from top to bottom. The lyrics would make students understand better on how to arrange their own descriptive text and enjoyed learning English.

3. Reflection

After conducting the actions in cycle 1, there were some discussions done in order to make some reflections. In the discussion, the data which were obtained by interviews and observation were analysed to evaluate the actions conducted. The research team which were teacher and students were free to express their opinions,

feelings, and suggestion related to the actions. The results of reflections were presented below.

a. Applying Photographs Based Activities

The implementation of photographs based activities was successful. The use of photographs and their following activities could draw the students' attention as they were designed in colourful and attractive way as the stimulant for the students. Through using this media, I could give students support during writing especially when they were clueless of ideas. The photographs could be used to generate the ideas in their writing. During cycle I, students had more opportunities to enhance their writing performance in some writing practice designed. They had developed their confidence to express their idea in written and be encouraged to write.

The students had begun maximizing their creativity to write their product. They could start to generate ideas by mentioning some possible adjectives and nouns found on their photographs choice, then to construct their sentences based on the ideas found, and to organize their sentences to be well arranged texts.

a. Giving rewards to the active students.

Giving rewards to the active students individually and in groups successfully improved the students' motivation to join the classroom activities. Most students competed to get the direct mark. They enjoyed praises and rewards that were given according to their performance in class.

b. Giving more feedback written and oral to the students related to their writing performance.

During cycle I, students had to start using their creativity to write their own writing product. The tasks were designed to give them ample opportunities to practice their English and to start their writing. However, when students found it difficult to convey their ideas to be written, I asked them to simplify on what they wanted to write then the simple translation was provided to guide them. When they were writing, I monitored their process and found some students still facing difficulties on using grammar so some additional explanation and repetition were used. Through these explanation and repetition, students became aware that they made mistake and they needed to correct themselves. Then, students had to consult their writing product personally. When consulting their draft first usually there were some feedbacks related to their writing mechanism including the use of punctuation and capitalization, students had missed some punctuation rules. I tried to make students more aware about this rules when they wrote their own texts. The personal consultation helped me to show and to explain more their mechanism problem. By using the feedbacks, students revised their draft. They also paid attention more while writing and checking their final product before submitted to me.

It can be concluded that photograph worked well enough for the teaching and learning process of writing. The students showed the sufficient enhancement on some aspects in writing performance like generating ideas, vocabulary mastery, using tenses, spelling, and punctuation. However, some weaknesses were found during the actions.

First, some students did not know and forget on some adjectives and nouns words that they could find when observing the photograph, second there were some students inactive in group discussion session, third the students were still confused about how they should construct their sentences. Many of them still asked how to construct present tense pattern and how to express something in English. Some students were still unaware in punctuation, capitalization and spelling. They forgot to use full stop (.) and to capitalize the first letter in a sentence also to use misspelled words. The personal feedbacks oral and written that were given sometimes did not use maximally to revise students' writing so they needed longer time in consulting their own texts.

After conducting the discussion, the English Teacher and I decided to continue the research in cycle II in order to solve some weakness which appeared in cycle II. The summary of the reflections and conclusion of cycle I and the recommendation for cycle II could be presented in the table below:

Table 4. 5 The Summary of the Reflections and Conclusion in Cycle I and Recommendation for Cycle II

No	Action in Cycle I	Reflection in Cycle I	Conclusion in Cycle I	Recommendation for Cycle II
1.	Applying Photographs Based Activities	<input type="checkbox"/> Applying Photographs Based Activities were successful to enhance the students' writing performance. <input type="checkbox"/> It gave motivation and draws attention from the students to fully join the class. <input type="checkbox"/> Students also had confident to start their	This action would be sustained in cycle II with improvement	<input type="checkbox"/> The input photographs should be more varied. <input type="checkbox"/> The input photographs could give students exposures in learning some new adjectives and nouns.

		<p>writing product.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of creativity had been involved by students in generating ideas and writing them to be their own texts. <input type="checkbox"/> Some of students still faced difficulties to generate ideas using the photographs, sometimes they forgot and did not know some adjectives and nouns that could be used as their ideas written. <input type="checkbox"/> Students seemed still had low confidence and some of them were still not independent. 		
2.	Giving rewards to the active students	<ul style="list-style-type: none"> <input type="checkbox"/> Giving rewards to the active students individually and groups in the form of direct mark was successful to make students competed to be the best in class. <input type="checkbox"/> They also seemed to start involving group discussion actively and giving motivation each other. <input type="checkbox"/> However there were found some students were inactive in group discussion sessions. 	This action would be sustained in cycle II with improvement	<ul style="list-style-type: none"> <input type="checkbox"/> The actions should be continued in the next cycle. <input type="checkbox"/> Then, there were some various techniques applied to make students more active in group discussion session and competed to the other groups for example doing game activity that required students to win and to get the rewards in the form of prizes.
3.	Giving more feedback written and oral to	<ul style="list-style-type: none"> <input type="checkbox"/> Giving more feedback written and oral to the students related to their writing performance could 	This action would be sustained in cycle II with improvement	<ul style="list-style-type: none"> <input type="checkbox"/> The actions should be continued in the next cycle <input type="checkbox"/> There were some

	the students related to their writing performance.	<p>help the students learning more on how to construct the sentence through consulting their first draft one by one.</p> <ul style="list-style-type: none"> □ The consultations sessions could make students more aware about their writing mechanism including the use of punctuation and capitalization. □ However, the students were still confused about how to construct their sentences. □ Many of them still asked about how to construct present tense pattern and how to express something in English. □ Some students were still unaware in punctuation, capitalization and spelling. □ It seemed they did not use the given feedbacks maximally to revise 		additional consultation sessions out of the class.
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C. Reports of Cycle II

1. Planning

Before conducting the actions in cycle II, a discussion was held by the collaborators and I in order to revise the plans in cycle II. Solving the problems found in cycle I related to the photographs choice, the type of activities that would motivate the

students to be more active especially in group discussion session, and the length of given feedback in consultation session were focused. Same activities were designed but there were some new actions conducted in cycle II. The planning of Cycle II was presented as follows:

a. The Concepts of Course Grid and Lesson Plans

1) Designing the Course Grid

When the field problems had been formulated and the actions had been designed, some revised plans for the second cycle were made by the English Teacher and I. From the discussion between us, the same core competence 3, 4 and the basic competence 3.10, 4.12, 4.13 were used again in the course grid. The famous people topic used as the theme in course grid cycle II. Then, the scientific approach which was combined with the genre based approach in sequencing the activities was involved.

The first step was observation. In this step, I did apperception before students met new material like in BKOF step. A handout containing some photographs and descriptive text was distributed. Then, students were asked to mention some information based on the first given photograph. The second step was formulating questions that students were given the sample of descriptive texts based on the first given photograph and information that they mentioned before. They should find out some differences between the words used in English and Indonesia and identified to social function, text organizations, language features, even the format in writing this descriptive. Third step was associating. This step required students to find out some information in the given

descriptive texts. Both formulating question and associating steps were conducted like MOT step.

Fourth step was experimenting. Students were distributed the other photographs and sample descriptive, and exercises followed in the given handout. They should practice to observe, to find information, and to analyze the photographs and given text in pairs or groups. They also did some drilling practice and group writing discussions in this steps. After that, they should bring their own photograph and started to write individually their own descriptive text based on the theme. JCOT and ICOT steps were conducted in this experiment step. The photographs and materials in cycle II were attached in appendix E.

2) Making Lesson Plans

The suitable activities which would be conducted in cycle II were discussed by the collaborators and I. The lesson plans were designed to meet the need of students for enhancing their writing performance then minimizing the problems in class. The activities, time allocation, and management were included in this lesson plans. The lesson planning making aimed to be the guideline and the reminder for me in conducting the teaching and learning process. Using the lesson plans, the class was expected to run smoothly and effectively. The materials and the sequence activities were planned systematically for helping students to understand the material better and easily.

c. The Concepts of Action Plans

1) Using more photographs that represent some feasible adjectives and nouns used

Since the lesson plans which were prepared took the famous people topic, there were some idols photographs used including their following activities in the handout. At the first, students were asked to identify and to observe then to mention some adjectives and nouns that they could possibly find on the first idol photograph given. After that, a descriptive text that described the photographs was presented as modelling texts. Based on their given information, students would learn more some adjectives and nouns related to the specific physical appearance and costume worn that can be used to generate ideas. They also observed how to construct sentences pattern and to organize descriptive text in different themes. Some questions related to the text were given and students would practice to find the information in the given texts with my guideline.

Then, individually, students looked at the second photographs and a descriptive text. They were asked to find some new adjectives and nouns that could be found and listed on their notes. After that, they should answer the question and tried to identify the organization of given descriptive text. The next activity, in group students should match some photographs that represented some new adjectives and nouns related to physical appearance to the choices provided in their handout. Then, still in group, students were distributed some idols photographs randomly with some clues to describe. Using the photographs distributed, they tried to make their group writing product. The last activity required the students individually to practice maximally their creativity. They should choose one of their favourite idol photographs and described it. After they chose, they

could list first some adjectives and nouns related to physical appearance to be described firstly and wrote it into their note. Using the adjectives and nouns, they tried to make sentence. After that, they organized and rewrote their sentences into well arranged texts in the given sheet. They could consult their first draft to get feedbacks for revising. Later, they could submit their final writing product.

2) Drilling grammar especially the simple present tense and sentence patterns used

To make students more aware about the grammar term in writing descriptive texts, some tasks in the form of cloze test were provided. Actually, students faced difficulties to the concord agreement and the verb used in cycle 1. As the result, there were two uncompleted descriptive texts which required the students to choose the correct verbs and to use correct concord agreement. In pairs, they tried to finish these tasks.

3) Maximizing the pair and group work

Pair group and group work would be involved maximally in this cycle. In grouping techniques, the members of the groups were mixed so in each group could contain female and male students. This techniques used as sometimes there were few students liked to make in group based on the gender. It aimed to provide more chance and opportunities for each student to get more involved in the group discussion sessions. The group work would be useful in group writing activity so that they could share their ideas by using different perspective.

4) Giving rewards to the active students

One of the plans of giving rewards aimed to increase students' motivation in joining the class activity. The agreed rewards were in the form of giving direct mark and prizes. The direct mark was given to make students participate individually during the class by using the grade of social indicator in 2013 Curriculum. Meanwhile to activate the students' group, there was a game activity that required the students to observe and to match the spreading photographs in some places with the choices provided. Every group which could match many correct photographs won the game and got the prize provided.

5) Giving more feedback written and oral to the students related to their writing performance.

When students consulted their first draft personally, the written and oral feedbacks were given. This personal consultation would help me as the English teacher to give feedback on their writing related to their difficulties during writing process and their errors in writing mechanism. Students could consult the given feedbacks in some additional times outside of the English class.

2. Action and Observation

The actions of cycle II were conducted in three meetings on May, 24, 27, and 31. In doing the actions, I was accompanied by the collaborators who took note in the back of the class to observe the situations of teaching learning process and also took some photographs as the supporting documentation to the research data related to

teaching learning process. The classroom observation and interviews were used to obtain the data. The results of cycle II were presented below:

a. Using more photographs that represent some feasible adjectives and nouns used

When some photographs that represented some feasible adjectives and nouns used in the given handout, students gave attention and examined these photographs seriously. They tried to suggest ideas confidently.

...I shared the photograph about one of Indonesian popular idol. I asked to Ss "Do you know this person?" "**Sule, pak**", **Ss answered**. I replied "Then, I want you to observe this photograph and find some information related to Sule's characteristic. Ss started to observe the photograph. After a few minutes, **I asked Ss to share the result of observation. Ss said "yellow hair" , "dark skin" , pak.**" The other Ss added "**flat nose**"....

FN 12/ Saturday, 24th May 2014

They could recall their background knowledge about how to arrange the descriptive texts and the language features based on the given photographs and texts.

.. "Ok, let's remember. In descriptive texts, you find some language features, characteristics of descriptive text." "*Ayo coba ingat karakteristik dari teks deskriptif apa saja kemarin ?*" Ss answered "use adjective pak. "Ok, can you found some adjective in the text?" I asked. **The other Ss mentioned some adjectives that had been found in the text. Then, Ss also mentioned the other language features; they were using present tense, and sometimes using personal view or opinion...**

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Later, there was a task that used many photographs that represented some feasible adjectives and nouns used. The task required the students in group to match the photographs with the choices provided. Using various learning aids such as dictionary, they helped each other to complete the task.

Students seemed to be enthusiastic while doing this task. They admitted that the task would give them more exposures on some new adjectives and nouns that possibly could be used in their future writing product.

...After that, in that day, I did the **matching game using photographs**. They tried to be the best group and won the game **“wrinkle? One student asked to the others group members. “*Keriput* .” His friend replied after checking their dictionary....**

FN 13/ Wednesday, 27th May 2014

- R :”Ok, you had learnt on how to write descriptive texts using photographs?
What is your opinion ? “ (*Oke. Kemarin kan kalian sudah belajar tentang menulis deskriptif pakai foto. Menurut kalian gimana?*)
- S8 :”It is fun, sir. We had the matching game activity before individual writing.
It makes me know better about some new adjectives.” (*Asyikk pak apalagi ada game nyocokin photo sebelum nulis sendiri jadi lebih seru. Saya jadi lebih tahu beberapa kosa kata adjective baru*)

Interview Transcript, 31th May 2014

R: Researcher S8 : Student 8

Then, students also said that they were able to get ideas easily and they became more independent and had more confidence in writing after some writing practice using the photographs implemented.

- R : **“Ok, what is your opinion that the photographs would help you to write in another texts?”** (*Oh iya, terus mmm, menurutmu pakai foto ini ngebantu kamu gak untuk menulis tulisan yang lain?*)
- S14 : **“It could be sir, as using the photographs will help to easily generate ideas and make the text more interesting”** (*Bisa sih pak pake foto jadi lebih mudah jelas gitu dapetin idenya selain itu lebih menarik hhehehe*)
- R : **“Do you feel more confident to write individually?”**(*Tambah percaya diri donk buat nulis sendiri?*)
- S14 : **“Yes (nodded) ”**(*Heeh (ngangguk)*)

Interview Transcripts, 31th May 2014

R : Researcher S14 : Students 14

Their English teacher which was interviewed after the cycle II also showed her positive comments when she found that her students had maximized their creativity to enhance their writing performance. Then, the students’ motivation and confident in learning English increased.

- R : **“What is your opinion about the media and activities that were used?”** (*Menurut ibu gimana media dan aktifitas yang telah saya gunakan ?*)
- ET : **“It is good enough, students could express their written idea after seeing the students’ collection work . ”**(*Sudah cukup baik mas dan lumayan anak sudah bisa menyampaikan ide saya lihat dari pekerjaan yang mereka kumpulkan kemarin pada mas.)*
- R : **“But in your opinion, do the students ‘ writing performance enhance?”** (*Tapi menurut ibu, kemampuan anak-anak dalam menulis ada peningkatan nggak ?*)
- ET : **“Yes, some of them become more confident and motivated. They had developed their writing.”** (*Iya mas mereka jadi lebih percaya diri dan termotivasi, beberapa saya lihat sudah berkembang saat menulis.)*

Interview Transcripts, 31th May 2014

R : Researcher ET : English Teacher

b. Drilling grammar especially the simple present tense and sentence patterns used

When students produced their writing, they still had problems to make sentence patterns using present tense and possessive pronoun. They sometimes forgot the ‘s’

adding in the action verbs and to be 'is, am, are' when answering the questions and making their own texts and they were confused in using possessive pronoun "him, her" with subject 'he, she ' and object 'him, her' . To reduce these grammatical mistakes, the drilling grammar actions especially the simple present tense and sentence patterns were done. There were some tasks in the form of cloze test were provided. The task required the students to choose the correct verbs and to use correct concord agreement. In pairs, students helped their friends finding the correct choices provided and using various learning aids such as dictionary and their note. Students stated that the task had developed their grammar accuracy while writing.

R : "Do you find difficulties in writing using the photographs? " *(Ada kesulitan gak pas nulis pake foto)*

S14 :" ...**Tenses sir, sometimes I forget it. Fortunately, there were some extra tenses task before individually writing so I can check whether the grammar used in my writing is correct or incorrect** *"(.....tenses itu pak sok kadang inget kadang enggak. Untungnya ada beberapa latihan tenses sebelum nulis sendiri jadi saya bisa ngecek apakah tulisan yang saya buat sudah benar apa belum tenses nya .)*

Interview Transcript, 31st May 2014

R : Researcher S14 : Student 14

c. Maximizing the pair and group work

Pair work activities were used in drilling grammar activity. Students helped their pairs to finish the task. They used pair discussion actively on sharing ideas before presenting their result discussion in front of the class.

...Then, in pairs they got activities in completing the correct present tense and pronoun used. **They discussed it with their pairs and presented confidently their result in front of the class.** I checked the answer again with them and they revised

FN. 13 / Wednesday, 27th May 2014

Then, students were mixed in group work. The group work session should include the female and male students. At first, students needed adaptation to this group technique. Later, they could share their ideas by using different perspective. The group work was used in game and group writing activity. Each group got the photographs and some clues to be described. In game activity session, they helped their friends to examine the photographs and to find some correct adjectives and nouns words by using various learning media such as dictionary.

Then, in group writing activity, they should make their group writing product out of the class. In making group writing product, students could prepare their own group writing independently. They helped each other to observe the given photographs and clues as the ideas then to start their writing, after that to submit their group product. The collected group writing products were distributed to other group. The groups had the job to make some correction related other group writing product. Students could give some feedback related to some aspects in grammar and writing mechanism for correcting their friends group writing product.

..."Now, I want you at home try to make their descriptive based on what photographs that you got. Try to list some adjectives and nouns first." *Tugas kalian di rumah secara berkelompok buat texts deskriptif berdasarkan foto yang yang saya beri. Sebelum menulis temukan beberapa kata sifat dan benda yang kalian temukan dari foto tersebut*
! Ss were asked to make their group writing descriptive texts at home....

FN . 13/ 27th May 2014

...Then, I shared the group writing product to the other group. The groups were asked to correct their friends' product including the adjectives, nouns, and the punctuation. After that, they should share their result correction to the class. Ss started to correct and shared their result. **"Her nose is pointed not flat", *lihat fotonya*. "See the photograph " The other group showed and corrected their friends' descriptive texts. "Capitalization", *pake huruf besar di awal kalimat nih*. "**replied another group gave feedback....

FN. 14/ 31st May 2014

d. Giving Rewards to the Active Students

The direct mark as the students' praise was given in the cycle to assess students' participation in sharing their pair discussion results. In cycle II, students were active to volunteer themselves in participating for some activities and were not patient to have turns to share their ideas in front of the class. They become more confident and responsive to express themselves.

Then, some prizes that were prepared made the students' motivation increase to join the game activity. They wanted to get the prize so they gave motivation each other when doing the game.

.. "Today we will do the matching games, brings your dictionary! **There is a prize** for the winner who successfully did it! "I gave the information to the students. I shared the worksheet and made students in group to match some photographs and adjectives choices provided. These photographs were placed in some tables then one by one students group should match and see the photographs. I explained that one photograph would just represent one adjective so **Ss should see the photograph carefully. They tried to match many correct adjectives and nouns provided and photographs as they wanted to be the best group and won the game...**

FN. 13/27th May 2014

e. Giving more feedback written and oral to the students related to their writing performance.

In the cycle II, students independently started using their creativity to write their own writing product. As usual, after students had finished their first draft, they should consult to me for getting feedbacks. The students could consult in the class or out of the class for example during the break time if they were still confused how to revise their first draft.

- R** :” **Are there any difficulties in writing using photograph?**”(Ada kesulitan gak pas nulis pake foto?)
- S8** :”**There were no difficulties found when writing the ideas it could be easier as I got the ideas before. I could write it then consulted with you, sir in the class or out of the class such as in the break time.**” (Udah ndak ada she pak, pas nulisnya enak udah dapet ide tinggal nulis. trus bisa dicek bareng bapak buat dibetulin langsung pas di dalam kelas atau kalo masih bingung dan belum selesai bisa dicek bareng lagi pas jam istirahat juga....)

Interview Transcript, 31th May 2014

R : Researcher S8 : Student 8

Through some consultations and monitors sessions, the students’ writing performance enhanced. They could get ideas independently. They also could start to simplify on what they wanted to write. Their problem of grammar accuracy and writing mechanism decreased. They became more aware when writing included using the correct tense and sentence pattern. They also paid more attention on how to use the capitalization and punctuation such as full stops and comma.

- R : **“Are there any difficulties in writing using photographs?”** (Ada kesulitan gak pas nulis pake foto?)
- S5 : **“Sometimes I forgot to use the correct tense, capitalization, and punctuation including comma and full stops. After finishing my writing product, I read and checked my writing using the previous given practice “** (....sok kadang gak teliti lupa pakai tenses yang benar , huruf besar dan tanda titik komanya juga sok kadang lupa pak hhehehe . Jadi setelah selesai saya baca dan cek lagi tulisan saya. Saya lihat lagi latihan-latihan yang telah saya kerjakan buat jadi contoh yang benar.)

Interview Transcript, 31th May 2014

R : Researcher S5 : Student 5

3. Reflection

a. Using more photographs that represent some feasible adjectives and nouns used

The implementation of photographs that represented some feasible adjectives and nouns used were successful. The photographs could draw students' attention more as they were designed attractive. Using these photographs, students learnt some exposures about some new adjectives and nouns from the given photographs. The new adjectives and nouns words would help them as input when they wrote their own descriptive texts.

Students had used maximally their creativity more to write their writing product. They could start independently to generate ideas based on their photograph choice then to construct their sentence based on the ideas found and to organize their sentence to be well arranged texts confidently. Their frequency asking on how to construct correct sentence decreased.

b. Drilling grammar especially the simple present tense and sentence patterns used

Drilling grammar especially the simple present tense and sentence patterns used were successful. Students knew better and more aware when they wrote related to this aspect. It seemed that their grammar accuracy aspect increased. They also developed their critical thinking about the use of grammar accuracy when they checked and gave feedbacks to their friends writing product.

c. Maximizing the pair and group work

Pair work and group work activity activities successfully helped the students to fully join the class. The activities provided gave more chance to share ideas in writing and to interact with others. Through the group work and pairs, they helped their friends to understand the instruction and to do the task correctly. In group writing product, students helped their friends to start their writing in generating ideas and finding some appropriate vocabulary needed in their writing product. It seemed they used group discussion more actively and gave motivation to each other.

d. Giving rewards to the active students

The rewards in the form of giving direct mark and some prizes successfully improved the students' motivation to join the class. They became active to participate in the class. Most students liked praise and rewards that were given according to their performance in class. They were not patient to share their pairs or group discussion result and work to the class.

e. Giving more feedback written and oral to the students related to their writing performance.

During cycle II, when students consulted their own product, I found that their writing products were better than in the first cycle. Students had learnt more on how to construct correct sentence then to organize them into well arranged texts. Their writing mechanism also increased. They become more aware on using capitalization in every beginning sentence and name of people, and then remember putting full stop and comma in their texts. Before they collected their first draft and final product, students always checked their writing.

Write about what your teacher look like based on your observation above!
You can start your description with

This is my teacher.
 His/her name is Mrs. Arlina Chandra Dewi.

Write your description below

Her height is medium. Her body is slim. She has oval complexion. Her eyes are black. She has pointed nose. Her lips is thin. ~~and~~ Her skin is bright.

She wears a purple shirt and long purple trousers. She wears ~~purple~~ purple polkadot veil. Her shoes are black. She wears bracelet. She looks beautiful and charming. ?

Figure 4.2 An example of result of a student's post test

The figure presented above showed that the students' writing performance enhanced. Through some exercises designed in pre-writing sessions and consultation, they were able to construct their sentences becoming their own writing product

independently. They developed their awareness in using correct present tense, correct concord agreement and writing mechanism including the use of appropriate spelling, capitalization, and punctuation. Besides, the students used some new words that had been learnt in the previous material and were obtained by using various learning media when they wrote their writing product. It means the students had used their creativity more.

The data which were obtained from the questionnaire distributing in the end of cycle II showed that using photographs was able to enhance students' writing performance and this strategy could improve the students' attitude toward the learning process as well as learning behaviour in doing the writing task.

Table 4. 6 The Result of Students' Attitude toward Learning Process Questionnaire (After the implementation).

No.	Questions Points	Yes	No
1.	Is our learning activity in writing class joyful?	100 %	0%
2.	Are the photographs used interesting?	89 %	11 %
3	Do you think the photographs used help you generate ideas?	100 %	0%
4.	Do you think the photographs used helps you to focus your description?	100 %	0%
5.	Do you think it is fun in using the photographs to write?	93%	7%
6.	Do you prefer to use photographs in doing the next writing assignment?	68 %	32 %

The questionnaire data analysis above indicated that the majority of the students (89 %) were interested in the photographs and 100 % of them thought that learning activity using photographs was joyful. Almost all of them (93%) found it was fun to use photographs as the media to write. Then all of them (100 %) agreed that the media could help them focus on their description and were helpful in generating ideas.

Therefore, the majority of them (68 %) would like to have photographs in the next writing assignment. Based on the result of questionnaire presented before, it was proved that the use of photographs could enhance the students' writing performance. This action also could improve the students' interest and preference in doing writing activities.

D. General Findings

Regarding to the findings of cycle II, all actions were successful in enhancing the students' writing performance and the objective of the research was achieved the English teacher and I agreed to end the research in Cycle II. The research findings in enhancing students' writing performance by using photographs supported by some actions in grade VII F of SMP N 4 Magelang were concluded as follows:

1. Using photographs were successful to enhance students' writing performance. The photographs helped the students to develop and to write their ideas. The students found it easier to write with photographs as the clue. They knew what to write and they could develop their own ideas in their works.
2. The students were excited when they were asked to observe what things in the photographs. Moreover, they did not only observe and find the words but also used these words when they wrote. By using the words, students could use their creativity more in using the words in their contexts and it made them memorize the words easily.
3. Photographs provided detail in information so the students were assisted in arranging the sentence according to the information that they had observed and

learnt from the given photographs. They could develop sentences by using their own words. They became more aware of the use of tenses in descriptive texts.

4. The students became more confidence and independent when they wrote. The frequencies of students' questions when they wrote were decreased.
5. Eventually, the students' writing performance was also improved. It was clearly shown by their final writing products which were much better than the pre-test. Their scores and their main scores were also significantly improved.
6. Using the photographs made the students' attention decreasing. They liked enthusiastic joining the class.
7. Giving more feedback written even oral to the students related to their writing performance in the personal consultation session could enhance the students' writing performance related to their writing mechanism. They could be more aware on how to use capitalization and punctuation comma and full stops and they became more critical on these aspects when they checked their friends writing product.
8. The students' participation in class could be promoted by the pair and group work. Students enjoyed to work together and helped each other to do the given tasks.
9. Giving rewards to the active students could improve the students' motivation to participate actively in class.

Table 4. 7 The Changes (Before and After Implementation)

No	Before the actions were conducted	After the actions conducted	
		Cycle I	Cycle II
1.	The students had low motivation in learning English and low enthusiasm in the class activity	The students' motivation increased higher than before the actions were conducted. Many students become happier and more motivated to join the activities. However, there were still some students reluctant to join the class.	The students' motivation got higher than in cycle I. Most students were highly motivated to join the class.
2.	The students got difficulties to express what they wanted to write and they were afraid to make some mistakes in writing.	The students could start constructing their sentence. However, they still made some mistakes and errors. Some additional exercise were needed by them to decrease their mistakes and errors related to the grammar used	The students could construct their sentences and decrease their mistakes and errors in making their own sentences.
3.	The students were confused when they were asked to write as they found difficulties in generating ideas.	The students were able to generate ideas and compose them to be their own texts creatively by using the photographs as the media. However, their confidence was still low and they were still not independent. Some students still asked certain words that they wanted to use without individually finding themselves by using dictionary as one of their supporting learning aids.	Most students could generate ideas and creatively could compose the ideas into their own texts independently. Their frequency of asking decreased and they used maximally dictionary as one of their supporting learning aids. They also had more confidence during producing their writing product.
4.	The students still made many mistakes and	Students knew and became more aware of their writing mechanism	Their problems in writing mechanism including the use of spelling, punctuation

	errors in their writing mechanism such as in spelling, punctuation and capitalization.	including the use of spelling, punctuation and capitalization. They always checked their writing product before submitting.	and capitalization significantly decreased.
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1. The Writing Scores

In this research, 28 students were involved in pre test and post test writing performance. To avoid the subjectivity in scoring students' writing product, the inter rater reliability was used to make the data reliable. The scoring activities were conducted by the peer scorer and I. The summary of the result were presented below:

Table 4.8 The Result of Pre – Test in each aspects

Rater	The Cohesion of Sentences	Words Choice	Vocabularies Writing	The Coherence of Content	Grammar Accuracy
Rater 1	62.857143	70	67.1428571	85.57143	60
Rater II	62.8571429	65.714286	66.428571	79.28571429	57.4286
Mean Score	62.86	67.86	66.79	81.42	58.57

In the pre test, some students were hesitant on what they want to write. They were not confident and were afraid of making mistake. When they wrote their writing product in the pre test, the sentences that they made were limited. Then, they used some inappropriate words choices and misspelled as writing the vocabularies. In the grammar accuracy, they sometimes forgot to use correct present tense patterns then some writing mechanism terms such as using punctuation and capitalization were also ignored by them. However, students seemed to make their content connecting to the given topic.

Using photographs could enhance the students' writing performance. The enhancements were revealed from the result of the students' writing performance in the

post test. In the post test, students could start maximally their creativity so they could make more varied sentences. Their vocabulary was varied and incorrect vocabularies writing were reduced. Their grammatical mistake decreased and they became more aware about their writing mechanism such as using capitalization and punctuation. Students were more confident and motivated to write their ideas.

Table 4.9 The Result of Post – Test in each aspects

Rater	The Cohesion of Sentences	Words Choice	Vocabularies Writing	The Coherence of Content	Grammar Accuracy
Rater 1	80	95	96.428571	95.7142857	87.143
Rater II	79.28571429	95	96.42857143	96.42857143	82.14286
Mean Score	79.64	95	96.43	96.07	84.64

Then, in the table 4.9 below would show some the comparison between the students' mean score both in the pre test and post test. There were some improvements in some aspects.

Table 4.10 The Students' Mean Scores in Writing Aspects

Test	The Cohesion of Sentences	Words Choice	Vocabularies Writing	The Coherence of Content	Grammar Accuracy
Pre test	62.86	67.86	66.79	81.42	58.57
Post Test	79.64	95	96.43	96.07	84.64

The students' mean score in the cohesion of sentences increased 16.78 from 62.86 in the pre test to 79.64 in the post test after the use of photographs.. The mean score of word choice aspect increased 27.14. In the pre test, the mean score was 67.86. After doing the actions, the mean score became 95. In the vocabularies writing aspects, the mean score also increased 29.64. In the pre test, the mean score was 66.79. In the post test, the main score became 96.43. In the coherence of content aspect, the mean

score increased 14.65. In the pre test, the mean score was 81.42. In the post test, the mean score became 96.07. The last aspect was the grammar accuracy which also revealed some improvements. The students' mean score in the pre test was 58.57 which increased 84.64 in the post test. It increased 26.07. The improvements achieved by the students are presented in the following charts.

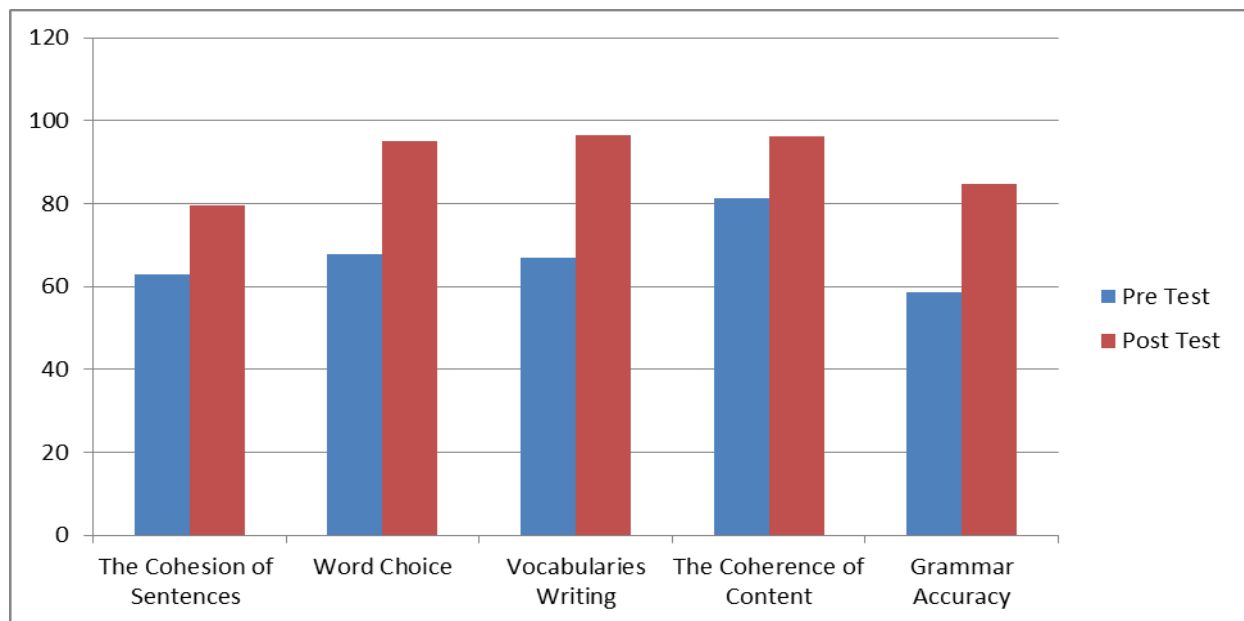


Figure 4.3 The Students' Mean Score in Writing Aspects

In reference to the discussion above, the students' writing performance enhanced in five aspects of writing which are the cohesion of sentences, the word choice, the vocabularies writing, the coherence of content and the grammar accuracy. The general findings of the students mean score in pre test and post test were presented below:

Table 4.11 The Students' Mean Score in the Pre Test and Post Test

	Pre Test	Post Test
Mean Score	65.36	90.21

The table which was presented above showed that the mean score of post test was higher than the score of pre test. The students' writing performance improved 24.85 showing that there was an improvement of students' writing performance.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research was aimed to enhance the students' writing performance through photographs. After all the actions in the research were conducted, there were some points of the findings where are presented below:

1. The implementation of photographs was successful to enhance the writing performance of 7th Grade Students of SMP N 4 Magelang in writing descriptive texts.
2. The improvement covers all aspects namely content, organization, language use, vocabulary, and mechanics.
3. Photographs helped the students to get the ideas about what they want to write. They provided some adjectives and nouns that could be used as the clues to write down their own descriptive texts. As the result, they could develop their ideas into their own simple descriptive texts smoothly and confidently.
4. After observing the top to the bottom part of given photograph, students could sequence and organize their ideas into the well organized texts. They could make their writing products well written and readable.
5. The students' vocabulary mastery was also improved through observing the given photographs. They were able to list some words that they wanted to use in their writing and then they individually checked the dictionary to find out the words in English.

6. Giving extra exercises, explanations, and feedback made students understand better the use of simple present tense in writing descriptive texts. They could produce simple but meaningful sentences. Furthermore, the students could correct each other's work so they could see their mistakes during whole class discussions. They also had deeper understanding about the grammar such as the use of pronouns and concord agreements.
7. Giving feedback in the personal consultation sessions made the students pay more attention to the use of capitalization and spelling before submitting their drafts. They also reminded each other about the use of punctuation in their writing.
8. Using photographs in class could attract the students' attention and motivation. During the process of teaching and learning, they participated and got more engaged.

In term of students' writing score, the students' mean scores in pre test and post test writing increased 24.85 showing that there was enhancement of students' writing performance. Then, the students' mean score also increased in some aspects such as in the cohesion of sentences increased 16.78. The score of word choice aspect increased 27.14. Then, the vocabularies writing aspects, the score increased 29.64. In the coherence of content aspect, the score increased 14.65. The last aspect was grammar accuracy which increased 26.07. Based on the scores above, it could also be concluded that the students made significant improvement in their writing performances related to several aspects

B. Implications

- a. The use of photographs could enhance students' writing performance. They helped students to get clues in generating ideas then composing these ideas smoothly and confidently into their own text. In addition, using photographs in class could also increase students' attention and motivation. Therefore, as photographs are very beneficial to be implemented in writing teaching learning process, it implies to accommodate these photographs as one of media in the teaching and learning process of writing.
- b. When using these photographs, they should be combined with some photographs based activities such as observing the photographs, then linking the sentences in a descriptive text to the part of given photograph, and matching the correct adjective words to the part of given photograph. These combinations will make more enhancements in students' writing performance related to the aspects of organization and vocabulary. Later, some extra grammar practices, explanations, feedbacks, and discussions could be provided to help students developing their awareness related to the language use and mechanics aspects.

C. Suggestions

1. For the English Teachers of Junior High School

The English teachers should accommodate the photographs as media in the teaching and learning writing process especially in making descriptive texts. The photographs are implemented in the stage of BKOF, MOT, JCOT, or ICOT.

When using photographs, the teachers should combine these photographs to the other photographs based activities such as observing the photographs, then linking the sentences in a descriptive text to the part of given photograph, and matching the correct adjectives to the part of photograph. Providing extra grammar practices, explanations, feedbacks, and discussions are necessarily provided by them to increase students' attention and motivation during teaching and learning process

2. For the Seventh Grade Students of Junior High School

By using the photographs, the students should continue writing using photographs as one of ways getting the clues. The experiences in using photographs to write are expected to be references when the students need to write a text with the same topic or they could write in different topic. It is important for them to always practice writing so that they could enhance their writing performance.

3. For the material writers of textbook for seventh grade students in Junior high school

They should use the photographs when designing the textbook in order to make the textbooks more interesting.

4. For the next researchers

This study could be used as a reference for other researchers in conducting further research of the relevant topics. However, because of the limitations of this research, other research studies about the use of photographs in other text types to enhance the students' skill should be conducted.

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Field Notes

No: FN 1

Date: Wednesday, 12th February 2014

Time: 09.00 a.m.

Activity: Asking Research Permission

Place: SMP N 4 Kota Magelang Lobby

Respondent: R : Researcher

ET: English Teacher (Arlina Candra Dewi, S. Pd)

R talked to ET about his research that would be conducted for VII grade students. ET answered that she just taught one class, VII F with 28 students. Next, R asked the students' problem in English especially in writing during the class. Then, they discussed the students' problem and the plan of solution on R's research for about 15 minutes. Later, R asked permission to conduct the research in her class and ET agreed. R asked ET's permission to observe the VII F class while English teaching learning process. ET gave permission and asked R to observe the teaching learning process every Thursday at 10.45 till 12.20 or Saturday at 08.30 till 10.05. She also reminded R to use scientific approach in his lesson planning as teaching VII grade involved 2013 curriculum then asked the headmaster's permission. He agreed to prepare the lesson planning using 2013 curriculum and conduct the observation in that time. Furthermore, he promised to ask headmaster's permission soon.

No: FN 2

Date: Monday, 17th February 2014

Time: 11.30 a.m.

Activity: Asking Research Permission and Observation

Place: Headmaster's office

Respondent: R : Researcher

HM: Headmaster (Drs. Parjopo)

R met HM and asked research permission and observation. He asked R to discuss it with ET and Curriculum Vice.

No: FN 3

Date: Thursday, 20th February 2014

Time: 10.05 a.m.

Activity: Observation 1

Place: VII F Class

Respondent: R: Researcher

ET: English Teacher**Ss: Students**

R arrived at school at 10.05 and went to lobby to wait ET. It is just the lesson switch. R met ET and asked to wait until the English lesson started at 10.45. R together with ET went to the class at that time. In the class, it was very noisy. Ss walked around and talked loudly. “*Wah, ada pak Arga !*” (Mr. Arga was here). Some of them had already remembered the name of R since R did the practicum of teaching PPL to their seniors in VIII A and D. ET greeted Ss “Good morning class.” Ss answered “Good morning Miss. ET asked Ss condition by saying “How are you today?” Ss responded “I am fine thank you, and you?” ET replied “I am fine thank you. “ ET asked R to introduce himself and sit at the back row. While observing the lesson, R took notes. ET started the lesson by checking whether Ss brought one sample of the descriptive texts from the internet and wrote it into their book. Then, ET checked Ss’ work and found there was a students’ work which was not the descriptive text type. It was narrative. She asked S to revise their work. Then, they were asked to make group of four and ET divided some Ss’ book. Every group had two books. ET asked them to find and analyze the adjective and pronoun used in their friends’ descriptive texts. After that, they should report the result in their group first. Then, at almost end of class, ET was called by the headmaster so R was asked to replace her administering the class. R should administer the students’ participation in group discussion also asked them to present their result in front of the class. However, the students looked passive and waited their teacher to point out the name. So R points the name of students randomly. After that, the ET was back and ended the lesson. Next, ET and R discussed the teaching learning process. ET admitted that this class was still shy even did not confident to express ideas both orally and written form so she provided more effort to make them active. R asked ET to interview some students. ET gave permission to do it in the next observation as the school would do the *dzuhur* prayer session. Later, R agreed and asked permission to go home.

No: FN 4**Date: Monday, 7th April 2014****Time: 11.00 a.m.****Activity: Asking Research Permission****Place: Lobby SMP N 4 Magelang, Headmaster’s office****Respondent: R: Researcher****ET: English Teacher****HM: Headmaster**

R met ET and asked ET's permission to have one more observation. ET agreed and kindly responded. ET and R discussed the schedule of research. R was asked to have research after national exam in 5 till 6 May as the VII and VIII grade would be available time at that time. R agreed to ET's suggestion and thanked to her. Then, R asked permission to meet HM for conducting the research at that time.

No: FN 4

Date: Saturday, 19th April 2014

Time: 09.10 a.m.

Activity: Observation 2

Place: VII F Class

Respondent: R: Researcher

ET: English Teacher

Ss : Students

R arrived late at school at 09.00 and went to lobby to wait ET. It was the break time. R met ET in the lobby and apologized for the lateness as the traffic jam. The class had started at 08.30. At 09.25, R together with ET went to the class at that time. Ss' looked having discussion in pairs to finish their job in making script about asking and giving information the notices found in the public area. They looked confused to make it. Sometimes, they looked dictionary even questioned to their friends. ET monitored Ss' discussion session. Then in the middle of class, ET was called by the headmaster again so she asked R to administer the class. In administering the class, R should ask the students to perform their pair's script. However the students were still shy so R tried to point the students randomly. After that, the ET was back and ended the lesson. R asked ET to interview some students. ET gave permission to do it in the second break time. R interviewed some students in the break time. After that, he came to teacher's office and asked permission to go home.

No: FN 5

Date: Thursday, 19th April 2014

Time: 11.40 a.m.

Activity: Sharing Questionnaires

Place: VII F Class

Respondent: R: Researcher

ET: English Teacher

Ss : Students

R met ET in front of the class. R asked the teacher to spread the questionnaires to Ss. ET agreed and asked R to share the questionnaire in 15 minutes before the class

ended. On the 12.15, ET called R to enter the class. R gave explanation to Ss that he would spread questionnaires. Before Ss started to fill the questionnaires, R explained the point that gave on the questionnaires. Ss finished the questionnaires and collected to R.

No: FN 6

Date: Wednesday, 30th April 2014

Time: 11.40 a.m.

Activity: Pre Test

Place: Lobby, VII F Class

Respondent: R: Researcher

ET: English Teacher

Ss : Students

. R asked the ET to conduct pre test first before the implemented cycle. ET agreed and suggested to use counseling guidance time as the teacher did not come on that day. So R prepared the pre test and waited to come on the class at 11.40. R entered the class at that time. R said to Ss that they would have the English practice (pre test) session with him. Since it would replace the counseling guidance session as their teacher did not come. Ss looked surprised and R said it did not influence their mark. R shared the worksheet and explained the instruction. Ss started to do their given test. The test required Ss to describe their pair's friends appearance related to the physical appearance and costume used. Sometimes, R should explain the instruction again. Ss finished their practice and collected one by one to R.

No: FN 7

Date: Saturday, 10th May 2014

Time: 08.30– 10-05 a.m

Activity: Meeting 1 (Cycle 1)

Place: VII F Class

Respondent: I: Researcher

ET: English Teacher

C : Collaborator (Wury Anggun)

Ss : Students

I and C met ET in the teacher's office. ET gave permission to conduct the first meeting but she could not accompany in full session as she should replace the English lesson in another class. The class started at 08.30. I together and with ET and C went to the class together at that time. ET greeted the Ss' and introduced me to Ss. I greeted the students and introduced C, my collaborator. I also explained that for a couple of weeks, R would teach English to their class to conduct a research.. Then, ET and C sat at the back of the class.

I greeted and asked Ss condition .Next, I gave appreciation to the students related to the topic about descriptive texts. “Ok before meet our material today, have you seen the missing person ads in the street , newspapers, or tv. *Pernah tidak kalian menemukan iklan orang hilang di jalan, tv atau surat kabar ?* I presented example of the missing person ads. “Then what do you found on this ad? I asked them. “*foto pak “*, “*ciri ciri fisik*”, “*pakaian pak.*” Students tried to answer my question. “Yes, you can find photograph, lists of people appearance related to physical even the costume and the telephone number. I gave feedbacks to Ss answer. I elicited to Ss that they had used a kind of text for making this ads. “Don’t you know that you use such kind of text to make this ad? What is it? Anybody know? We make description what the text is called?. *Kita bikin text yang mendeskripsikan orang, text apa itu?* “ A student tried to answer “Descriptive pak.” “Right, you used descriptive texts types. “Today we well try to study how to write descriptive text types by using photographs. *Hari ini kita belajar bagaimana menulis teks deskripti menggunakan media foto*“ I explained that the goals of learning today was describing person by using photograph. Then, I asked Ss whether they got this material before. Some of them answered “ *sudah pak tapi agak lupa “*. The I responded “It is ok. Let’s study further. “ Next, I presented a photograph in LCD also shared the same photograph in group . One of Ss asked “*Siapa itu pak , orang hilang ya ? “* . The other students answered “ *Iku ibunya.*” I just smiled and started to ask Ss observing the photograph. Then, they should list on what they found on the photograph. Ss answered that they looked the woman that has wavy hair, round, fat body and also wore the white shirt and black trousers even brought the white bag with black watch. Then, I summarized Ss answers by presenting a short descriptive text. Every sentence on this descriptive text was linked to the part of photograph. Ss listened to my explanation. I also explained some vocabularies used in text related to physical appearance and costume. R added some vocabularies related to those topics. I asked about “*Then, can you distinguish curly and wavy?* “. Students looked confused so I asked them in Bahasa “ *Kamu bisa bedakan antara curly apa itu ? dan wavy apa ? “* Ss answered “*itu loh pak kalo curly keriting kalo wavy berombak. “.*”Good.” What about the skin ? Ss answered “Black skin pak .”I also gave more explanation on when they want to describe the person’s skin they did not allow to use black skin as it referred to humanity. “So if you want to describe the person’s skin, you do not use the color name such as white or black. *Jadi kalo mau mendeskripsikan kulit orang kita tidak boleh menggunakan kata black and white ya.* “I added “We can use his or her skin is bright or dark . “ After that, I said that they just studied about adjective in English as one of the language features in descriptive text. Then, I presented the other language features that were using present tense. I gave example then he asked Ss to find another present tense form. “ Can you find other present tense form in the text? *Kamu bisa menemukan pola*

present tense yang lain tidak? “ Ss could find the present tense form appropriately. I added that in the descriptive text there were some personal views used. “ So you can find personal view or opinion on the descriptive text. *Jadi kamu bisa menemukan pandangan pribadi atau opini di descriptive text juga.*” Students looked confused and asked more about personal views or opinion “*personal views atau opini itu seperti apa pak?*” I asked them to find this part in the end of given descriptive texts “Wait, let’s see in the end of this descriptive text you find she looks excited as she smiles. It describes your personal view about the woman on the photograph. *Di akhir kan kamu temukan she looks excited, dia terlihat senang itu adalah pandangan kamu saat melihat wanita dalam foto tersebut tersenyum*” Ss were also presented the organization of text type that included the identification and description. I explained that “ The identification tells about topic related to object, person, or animal that will describe and the description tells the more specific detailed features about what is going to describe. *Jadi di descriptive text ada dua bagian yakni identification yang menceritakan siapa yang dideskripsikan dan description yang memuat detail spesifik apa yang dideskripsikan.* The bell rung and it was time to break. I asked Ss to have break first for about 15 minutes. ET asked permission to leave the class. The bell rung again then Ss went inside the classroom again. I continued teaching. Ss answered the questions followed with the teacher guidance. Ss looked easily answering the questions however they needed more explanation how to answer in complete sentences. Before moved to the practice session, I stated that it was my mother photograph. Ss surprised and did not believe. Then, I showed another photograph that showed me and my mother mother. I asked them who said it was the missing person. The class pointed one of the boys sitting in front of row and laughed together.

Later, I shared the other photograph and descriptive text. Ss were asked to observe the given photograph and linked to the part of sentences in the given descriptive texts. Ss responded “*foto siapa pak adiknya ya ?*” I just smiled again. The other Ss asked “*dikerjakan di mana pak ?*” I answered that they could directly do it in the given worksheet. I monitored Ss . I asked to one of groups “Why you do not start to finish your practice? *Kamu kok gak ngerjain latihannya ?* “ Students responded “*Ini pak tunggu garisannya.* “ I asked to complete the practice soon. In the back row, he saw there was only one student which did their group practice while the others friends in the same group looked talking each other out of topic. I approached this group and warned to help their friends. “Help your friends this is the group discussion class! “*Pak sudah selesai .* “ Ss waited the next instruction. Then, I gave the next instruction to answer the questions followed. Ss looked easily did the practice. I walked around again also monitored Ss did their practice. Then, I asked Ss to give name of group on the worksheet and collected them. In the end of the class, I chose some mistakes that Ss

made in grammar especially on how to answer the question completely. Some representative of Ss should write their sentences while the other checked the mistake even corrected the answer. Before closing the class, I asked “what they have learned today? “. Ss answered that they had studied the descriptive text using photograph, the language features, and organization. I reminded that next week that they should bring dictionary. I leaded prayer and closed the lesson. I said goodbye and greeted the class “ *see you next week, have a nice weekend everyone*”

No: FN 8

Date: Saturday, 17th May 2014

Time: 08.30 – 10.05 a.m.

Activity: Meeting 2 (Cycle 1)

Place: VII F Class

Respondent: I: Researcher

ET: English Teacher

C : Collaborator (Safitri Nur)

Ss : Students

ET, C and I came to the class at 08.30. ET came and sat in the back with C. I greeted and asked Ss condition Then I checked Ss attendance. I shared the worksheet that Ss did in the last week. I said that he had checked all the worksheets and found some mistakes that Ss did especially in answering the complete sentences. I explained more about how to answer in complete sentence then Ss paid attention even tried to correct their answers. Before they moved to the next practice, I reminded them to check their work about the structure of descriptive texts. “ Ok, before you do the next practice, I want you to remember the parts of descriptive texts, *ya sebelum kalian mengerjakan latihan selanjutnya ayo coba kalian ingat bagian dari teks deskriptif, apa saja itu ?* “ Ss answered “ Identification sama Description pak .” I asked “ Then, do you know about identification and description? *Tahukah kamu apa yang dimaksud dengan Identification dan description?* “ Ss did not answer it together and got confused. I tried to guide students remembering the explanation in previous meeting again “ In the identification it tells general information about what is described while the description it gives specific detailed what is described related to the physical appearance even the costume. *Jadi di identification itu memberikan informasi tentang obyek apa yang akan dideskripsikan bisa orang, benda, binatang lalu kalo description lain itu memberikan informasi spesifik seperti apa obyek yang dideskripsikan tersebut seperti ciri-ciri fisik atau pakainnya.* “I presented the previous slide that included the organization of descriptive texts. Then, I asked Ss again to analyze the organization of descriptive texts that they answered. Ss discussed in groups . Then, Ss presented their group result. I gave feedback. Ss were shared the other photograph. I asked Ss to observe what they

learnt from the photograph in group. One by one Ss' group presented their result that they found. "Policeman, pak." The one group answered. "He is handsome, pak ." " the other groups added. I elicited that the last group had used the personal view. "He is handsome is her personal view or opinion, He is handsome *adalah contoh pendapat atau opini dia mengenai foto yang telah saya berikan* . " I requested Ss to open the worksheet again and Ss found some boxes on worksheet which was linked to the part of given photograph in previous. They were asked to complete the uncompleted sentences by using the choices on the boxes. Ss did it in group. Then, I asked Ss to present their group result in blackboard after that I would give the direct mark. Ss actively came forward and wrote their group result. Ss and I checked the answer together. Ss could easily answer the uncompleted sentences and I gave the direct mark. Then, I asked Ss to do the next activity. I shared the other photograph again. Ss were observed the photograph again. "What do you find on the photograph " I asked them. Ss answered " *The old woman sir , simbah-simbah, pak.* " Other group replied. After that, I requested Ss to open the next page on the worksheet. Ss found that there were some blank boxes that were linked to the given photograph before. Ss completed the blank boxes. I requested Ss to present their group result after they finished. some of the groups questioned about some vocabularies used in English. "Pak jarik bahasa inggrisnya apa ya pak?" I answered "*Sarong, check your dictionary to find the words.* " I added "*if you want to say jarik motif bunga-bunga or jarik motif batik in English you can use floral sarong or batik sarong, kamu bisa menggunakan floral sarong untuk jarik motif bunga-bunga dan batik sarong untuk jarik motif batik.* " Some of students looked confused what was different between sarong and shawl "*bedanya jarik dengan selendang itu apa ya pak* "I explained again "Jarik itu kamu pakai dengan dililitkan di bagian tubuh bawah sedangkan selendang kamu pakai buat menari , *get the points?*" Ss finished the task and presented their result in front of the class by writing to the blackboards. I checked and gave the direct mark. Next, I gave example to do the following activity. Ss were requested to make sentences based on the boxes that they completed in group and presented the group result again in front of the class. I and Ss checked together. Ss could make sentences easily and made little error. After they checked, I asked them to write and to arrange the corrected sentences in the worksheet becoming the good descriptive texts. I reminded" in the descriptive text especially describing person in a photograph, you should start to describe person from the costume wore then physical appearance from the top parts of body to the bottom parts of body, *saat kalian ingin mendeskripsikan orang melalui sebuah foto, kalian dapat mulai mendeskripsikan nama, pakaian dan ciri-ciri fisik dari bagian atas hingga bagian bawah tubuh.*" I asked Ss to sing *head, shoulders, knees and toes* song together to make Ss more understand about the explanation. Ss looked happy and knew better how to arrange. They arranged the

sentences and collected to me. It was the time to close the class. I asked the students to bring one of his or her family members. I leaded prayer and closed the lesson. I said goodbye and greeted the class “see *you next week, have a nice weekend everyone*”. ET, C, and I left the class.

No: FN 9

Date: Wednesday, 21st May 2014

Time: 12.20-13.00 p.m.

Activity: Meeting 3 (Cycle 1)

Place: VII F Class

Respondent: I: Researcher

C : Collaborator (Wury Anggun)

Ss : Students

C and I came to the class. C sat in the back row. I greeted and checked students' condition. There were some blank chairs. I asked where their friends were going. “Nyetak photo pak.” Some students responded. I started the class by asking first whether Ss brought the photo about one of their family members. Ss showed their photographs but some of them forgot to bring it. When checking the students' photographs, there were a group of students came in hurry to clas. “I asked them where they have gone. “*Maaf pak baru nyetak foto.*” I warned all the class memebers “Class, for the next meeting I want you should prepare the given material early before, *ok untuk pertemuan selanjutnya saya ingin kalian menyiapkan bahan yang saya berikan tepat waktu dan disiplin jangan seperti ini lagi.* Then, I shared the colored HVS to be their worksheet. Then, I asked Ss to clip HVS and their photo. After that, Ss were asked to start observe their photograph and mention some adjectives that they had found as many as possible. “ “Today I want you to observe your photographs, finds some adjectives and nouns there, *silakan amati foto milik kalian dan temukan beberapa kata sifat yang mungkin kalian temukan!* . I monitored Ss work. Later, I found a few students directly made their own sentences. “Today, your job is find adjectives and nouns not making sentences. “Sometimes I elicited that on that day, Ss just did observation to found some adjectives and nouns words on the photo not make the sentence. It was the time to close the class. I asked the students to collect their work. I leaded prayer and closed the lesson. I said goodbye and greeted the class “see *you next week, have a nice weekend everyone*”. C and I left the class.

No: FN 10

Date: Thursday, 22nd May 2014

Time: 10.45- 12.20 p.m.

Activity: Meeting 4 (Cycle 1)

Place: VII F Class

Respondent: I: Researcher

C : Collaborator (Safitri Nur)

Ss : Students

C and I came to the class. I greeted and checked students' condition. Then, I said " I have checked your adjectives and words then sometimes still found incorrect adjective forms so I gave circle sign to correct. *Saya sudah mengecek pekerjaan kalian lalu masih menemukan beberapa bentuk kata sifat yang kurang tepat sehingga saya memberi tanda lingkaran untuk diperbaiki.* " I explained using one example on how to make adjective forms correctly. "Ok when we want to say in English *dia punya rambut yang lurus panjang hitam*, gimana nulisnya? " I tried to guide them "Her hair is long straight black hair." Ss checked their answer and tried to correct their adjective words. After that, I asked Ss to make unorganized sentences based on their adjective words. I reminded "When you want to make your unorganized sentences in descriptive text, you should use present tense. Ketika kamu membuat kalimat lepas di teks deskriptif, kamu harus menggunakan keterangan waktu present tense. *Ciri-cirinya apa?*" Ss answered that using to be is, am, are and verbs/es. Ss paid attention to the instruction and made the sentence creatively. I monitored Ss. Some minutes later, I said "If you had finished please consult to me your sentence. " One by one Ss consulted their sentences. Since I found some incorrect sentences, I explained more to Ss and gave circle sign to be corrected. Ss corrected their sentence. Then, I asked the next instruction to organize their sentences to be well ordered. I reminded again to organize their sentences from top parts of body to bottom parts of body. Ss were also reminded to use the right organization of descriptive texts including identification and description when arranging. "Ok, don't forget about the organization of descriptive text, you have identification and description. *Ok jangan lupa kalian punya identification dan description di text descriptive.* " Ss tried to organize their sentences. Ss were requested to consult their organized sentences. I checked Ss organized descriptive text and gave feedback related to punctuation and sentence order. Using these feedbacks, Ss revised their draft and collected to me. I shared their product and asked them to post it in class Facebook group to be commented. "I want you to post your photograph and descriptive to our class Facebook group. Keep your final product and returned to me to the next meeting ! *Saya ingin kalian ngepost foto dan text buatan kalian di facebook kelas untuk dikomentari. Lalu kembalikan teks kalian pada pertemuan selanjutnya.*

No: FN 11

Date: Friday, 23rd May 2014

Time: 09.00a.m.

Activity: Discussion and Reflection on Cycle 1**Place: Lobby SMP 4 Magelang****Respondent: R: Researcher****ET: English Teacher**

R and ET discussed and reflected on cycle 1 that R did. ET said that she had checked the lesson planning. Then, she found that R should split the activities on this lesson planning to be some parts such as first meeting, second meeting, etc even the indicators and time allocation should follow these split activities. ET also suggested revising the knowledge rubric to be more specific used as 2013 example. ET also asked R to revise this lesson planning. ET said that the activities and media were good. However the interaction of teacher and Ss should be increased in order to make Ss became more confident and the class was more interesting. ET also reminded the next lesson planning should be made based on the suggestion before.

No : FN 12**Date: Saturday, 24th May 2014****Time: 08.30 -10.05 a.m.****Activity: Meeting 1 (Cycle 2)****Place: VII F Class****Respondent: I: Researcher****C : Collaborator (Safitri Nur)****ET : English Teacher****Ss : Students**

ET, C, and I came to the class at 08.30. ET and C sat in the back row. I greeted and asked Ss condition. I shared the photograph about one of Indonesian popular idol. I asked to Ss “Do you know this person?” “Sule, pak”, Ss answered. I replied “Then, I want you to observe this photograph and find some information related to Sule’s characteristic. Ss started to observe the photograph. After a few minutes, I asked Ss to share the result of observation. Ss said “yellow hair, dark skin, pak.” The other Ss added “flat nose, he wears sweeter.” I reminded Ss that they had just used descriptive text in another topic. I summarized Ss answered and presented the short descriptive text. Ss were asked to observe again the given descriptive text. Then, I asked Ss to remember some language features of descriptive texts that they got in the previous meetings. “Ok, let’s remember. In descriptive texts, you find some language features, characteristics of descriptive text. *Ayo coba ingat karakteristik dari teks deskriptif apa saja kemarin ?*” Ss answered “use adjective pak.” “Ok, can you found some adjective in the text? I asked. The other Ss mentioned some adjectives that had been found in the text. Then, Ss also mentioned the other language features; they were using present tense, and sometimes

using personal view or opinion. Ss were requested to remember the parts of descriptive texts with the teacher guidance. They analyzed the Sule's description and identified the identification and description parts. After that, Ss were helped to answer the following questions. Later, I shared the paper and asked Ss to see other photographs "What do you see on this photograph?" I asked them "Ayu ting ting pak." dangdut singer. " "Alamat palsu" Ss replied my question then I shared the worksheet including descriptive texts. Individually, they were asked to find information on descriptive text by answering questions then identify the structure. Ss started to answer in correct complete sentences and identified the structure. Finally they did it and collected to me. ET, C, and I left the class.

No : FN 13

Date: Wednesday, 27th May 2014

Time: 12.20-13.00 p.m.

Activity: Meeting 2 (Cycle 2)

Place: VII F Class

Respondent: I: Researcher

C : Collaborator (Wury Anggun)

Ss : Students

C and I came to the class. ET could not accompany as she should teach another class in that time. I greeted and asked Ss condition. After that, in that day, I did the matching game using photographs. "Today we will do the matching games, brings your dictionary! There is a prize for the winner who successfully did it! "I gave the information to the students. I shared the worksheet and made students in group to match some photographs and adjectives and nouns provided. These photographs were placed in some tables then one by one students group should match and see the photographs. I explained that one photograph would just represent one adjective so Ss should see the photograph carefully. They tried to match many correct adjectives provided and photographs as they wanted to be the best group and won the game. "wrinkle? One student asked to the others group members. "*Keriput* ." His friend replied after checking their dictionary. The group matched to the right photograph. Ss tried match and sometimes they found the difficulties thus I always reminded them to see the photograph in details from the complexion to the eyes. Later, Ss and I checked the answer. Only few students made mistake. Then, the prize was given to the best group that could match the right photographs. After that, I walked around and did the repetition using the photographs one by one, students were asked using the photographs then they should decide what adjective was used. Then, in pairs they got activities in completing the correct present tense and pronoun used. They discussed it with their pairs and presented confidently their result in front of the class. I checked the answer

again with them and they revised. In the end of the lesson, I shared the mysterious envelopes in group, then I asked Ss to open the envelopes. Ss found the photographs about some international and national idols including their clues. “Now, I want you at home try to make their descriptive based on what photographs that you got. Try to list some adjectives and nouns first. *Tugas kalian di rumah secara berkelompok buat texts deskriptif berdasarkan foto yang yang saya beri. Sebelum menulis temukan beberapa kata sifat dan benda yang kalian temukan dari foto tersebut !* Ss were asked to make their group writing descriptive texts at home. I also reminded Ss to bring one of their idols photographs to the class in the next meeting.

No : FN 14

Date: Saturday, 31th May 2014

Time: 08.30-10.05 a.m.

Activity: Meeting 3 (Cycle 2)

Place: VII F Class

Respondent: I: Researcher

C : Collaborator (Wury Anggun)

ET : English Teacher

Ss : Students

C, ET and I came to the class. C and ET sat in the back row. I greeted and asked Ss condition. I asked Ss group descriptive product. “Not yet, sir. Some of Ss were still finishing so that I gave few minutes then they collected to me. “Ok, five minutes to finish it. Then, I shared the group writing product to the other group. The groups were asked to correct their friends’ product including the adjectives, nouns, and the punctuation. After that, they should share their result correction to the class. Ss started to correct and shared their result. “Her nose is pointed not flat, *lihat fotonya*. “The other group showed and corrected their friends’ descriptive texts. “Capitalization, *pake huruf besar di awal kalimat nih*. “ replied another group gave feedback.

Later, I asked Ss to take their idol photograph. I shared the color HVS to be Ss worksheet. They were asked to make their own descriptive text draft about their favorite idols. “Now, I want you to make your idol description. Don’t forget about the punctuation rules, capitalization, tense and remembering in detailed. *Tugas kalian hari ini mendeskripsikan foto idola kalian, jangan lupa saat menulis ingat tanda baca, huruf capital, tense dan detail mengenai foto yang kalian deskripsikan.* “ Get the points ? Pahami ?” I asked them. Ss tried to make it. They opened the dictionary themself without my instruction even doing discussion to their friends. Then, they finished and collected to me. I responded their first draft and gave feedback to revise. Ss revised their draft and collected back.

No: FN 15

Date: Saturday, 31th May 2014

Time: 10.05 a.m.

Activity: Discussion and Reflection on Cycle 2

Place: Lobby SMP 4 Magelang

Respondent: R: Researcher

ET: English Teacher

R and ET discussed and reflected on cycle 2 that R did. ET said that she had showed that Ss became more confident to express idea after she showed the teaching learning process and students' work. It proved that Ss motivation in writing increased even some of them had developed competency in English subject. Later she suggested for the next research future, the activities using photographs should asked Ss to be more active again.

No: FN 14

Date: Monday, 30th April 2014

Time: 13.00 p.m.

Activity: Post Test and Sharing Questionnaire

Place: VII F Class

Respondent: R: Researcher

ET : English Teacher

Ss : Students

R asked ET to conduct post test. R came to the class. R shared the worksheet with the photograph and explained the instruction. Ss started to do their given test. The test required Ss to describe one of their teachers in school, Miss Arlina, their English teacher using the photograph that represented her. Ss looked familiar. They started to see and to write on what they can observe on observation table. Then, they made this information became sentences and arranged them to be well ordered. Ss finished their practice and collected one by one to R. R shared the questionnaire. Ss started to fill the questionnaires and gave it back to R. Then, Ss left the class.

Interview Transcript

Before the implementation

Interview 1

Date : 12th February 2014

R : Resercher

ET : English Teacher

- R = Selamat pagi bu.
- ET = Pagi mas, ada keperluan apa ini?
- R = Begini bu, saya Insaa Allah akan mengadakan penelitian disini mengambil kelas VII. Berdasarkan observasi saya dulu di kelas ibu, anak-anak kelas vii pernah mengalami kesulitan di waktu menulis saat menentukan *ide*, *vocaburaies* dan *sentence pattern* nya sehingga masih terbawa ke kelas viii pas saya ajar.
- ET = Iya mas, tapi untuk kelas vii yang saya ajar ini sudah agak mendingan dari pada yang kemarin. Yang kelas vii ini sudah mulai bisa untuk menulis *vocaburaies* dan *sentence patterns* dengan baik namun ya itu mas masih kurang pede dan latihan saat menuangkan ide , beberapa juga masih bingung.
- R = Ya bu, jadi saya ingin mengobservasi kembali mengenai proses belajar mengajar Bahasa Inggris di kelas vii yang baru ini agar mengetahui lebih mengenai keadaan siswa dan kelasnya bu.
- ET = Ya silakan mas
- R = Baik bu. Untuk jadwalnya bagaimana bu ?
- ET = Saya hanya mengajar satu kelas VII F gimana mas untuk tahun ajaran ini?
- R = Tidak apa-apa ibu
- ET = Untuk VII F pelajaran bahasa inggris coba saya lihat di jadwal ada di hari Kamis pukul 10.45-12-20 dan Sabtu pukul 08.30-10.05. Oh iya karena nanti anda melakukan penelitian di kelas vii yang memakai kurikulum 2013, di lesson planning nya jangan lupa memakai *scientific method* ya ms
- R = Baik bu. Kalau begitu saya pamit dulu. Terimakasih atas waktunya. Mari bu.
- ET = Ya mas. Mari sama-sama

Interview 2**Date : 19th April 2014****R : Researcher****S3 : Ahmad Lutfi Hakim**

R = Lhoh kok kamu ngerjain sendiri, ini kan kerja kelompok lihat kelompok lain sudah mulai kerja dan berdiskusi?

S3 =(senyum) Lhah pada ngobrol sendiri pak ini ndak mau coba bareng. Jadi sebel dan males kalo kelompokan gitu.

Interview 3**Date : 19th April 2014****R : Reseracher****S6: David Daffarialto****S14: M. Sultan**

R = Udah jadi belum nih tugas dari ibunya? Kok malah ngoborol?

S6 = Enggak pak ini lha lagi dikerjain tapi Fardan sok ngejak guyon jew.

S14 = Ya, Jadi belum selesai pak

Interview 4**Date: 19th April 2014****R = Researcher****S28 : Yuniar Ade S.**

R = Yuniar kamu suka pelajaran bahasa inggris tidak?

S28 = Lumayan suka pak, tapi kalo materinya sulit agak gimana gitu.

R = Lalu, yang merasa agak kesulitan dimana ?

S28 = Di writing pak.

R = Nah, kalo di writing susahnya dimana?

S28 = Itu loh pak menentukan kosa kata yang dipakai saat menulis lalu kadang bingung idenya.

R = Kemudian kalo bingung ide biasanya kamu ngapain ?

S28 = Saya diskusi in ide bareng temen sebelah pak.

R = Oh, trus penginnnya belajar bahasa inggris kayak gimana .

S28 = Ada game permainan apa gitu atau pakai film gambar hehehe.

R = Ya udah segitu dulu terimakasih ya dek.

S28 = Sama-sama pak.

Interview 5

Date: 19th April 2014

R = Researcher

S9 and S16 = Fardan Shaulaki and Noufal Rizky

- R = Fardan dan Noufal minta waktunya sebentar boleh ?
 S9 and S16 = Boleh pak ada apa?
 R = Kalian suka belajar bahasa inggris?
 S9 = Suka sih pak tapi kadang bahasa inggris itu sulit.
 S16 = Sama pak.
 R = Kemudian sulitnya dimana.
 S16 = Saat menulis.
 S9 = Iya pak kita kadang bingung dengan kata-kata bahasa inggris yang akan ditulis takut salah lalu kadang gak punya ide.
 S16 = Betul pak sama seperti saya.
 R = Oh, kalau bingung idenya kalian ngapain?
 S9 = Tanya temen sebelah .
 S16 = Saya juga pak.
 R = Lalu penginnya belajar bahasa inggris yang gimana?
 S9 = Ya boleh pakai lagu, gambar, atau sebagainya pak.
 S16 = Boleh dicoba pak itu .
 R = Ya sudah cukup dulu ya , terimakasih atas waktunya .
 S9 and S16 = Sama-sama pak .

Interview 6

Date: 19th April 2014

R = Researcher

S10 = Garnita

- R = Garnita boleh minta waktunya sebentar ?
 S10 = Boleh pak, ada apa?
 R = Kamu suka belajar bahasa inggris?
 S9 = Suka pak tapi kadang saya merasa agak mengalami kesulitan dikit pas nulisnya.
 R = Kemudian sulitnya dimana.
 S10 = Pas mau nulis itu loh pak saya kadang bingung gak punya ide dan bingung kata-kata yang akan digunakan sama tense kadang kurang teliti pas nulis pak .

- R = OK, kalau bingung idenya kamu ngapain?
 S9 = Ya diskusi gitu pak .Tanya temen depan belakang hehehe .
 R = Lalu kamu ingin belajar bahasa inggris yang seperti apa?
 S10 = Ya yang mengasyikan pakai video, gambar, atau permainan boleh pak.
 R = Ya sudah cukup dulu ya , terimakasih atas waktunya .
 S9 and S16 = Ya pak sama-sama.

Interview 7

Date: 19th April 2014

R = Researcher

ET = English Teacher

- R = Maaf bu, setelah ini apakah ibu mengajar.
 ET = Iya mas tapi masih menunggu satu jam lagi.
 R = Begini bu bolehkah saya meminta waktu ibu sebentar untuk berbincang mengenai pembelajaran tadi .
 ET = Ya, bagaimana mas.
 R = Setelah saya amati di observasi pertama dan kedua ini, saya lihat kok siswa kurang aktif ya atau berani mencoba bu ?
 ET = Ya itu mas kelas vii F memang masih kurang aktif bahkan berani, harus beberapa kali saya memberi umpan .
 R = Saya rasa mereka kurang percaya diri ya bu.
 ET = Iya mas mereka kurang *confident* untuk mengeskperesikan ide mereka di tulisan. Saya sudah memakai beberapa ragam media untuk membuat mereka menjadi tertarik dan termotivasi seperti realia, gambar. Kemudian sebagai tambahan saya carikan materi dan pinjamkan buku paket agar mereka mau untuk membaca dan mencoba berlatih di rumah.
 R = Oh, begitu ya bu. Kemudian saya lihat beberapa anak saat menulis masih mengikuti contoh ya bu.
 ET = Ya itu mas memang mengikuti contoh yang saya berikan tapi ya mereka kurang mengembangkan maksimal.
 R = Menurut pendapat ibu jika saya menggunakan foto untuk meningkatkan performa siswa saat menulis bagaimana bu ?
 ET = Bisa mas, itu dapat membantu mereka untuk lebih mengeluarkan ide

- R = Mungkin itu saja dulu bu, terimakasih telah diperkenankan masuk kelas. Permsis bu.
- ET = Sama-sama mas.

After 1st Cycle Implemented

Interview 8

Date : Wednesday, 21st May 2014

R : Researcher

S18 : Nisrina Rizdia

S22 : Shinta Febriana

S23 : Sofita Anggreani

- R = Nisrina, Shinta, Sofita ada waktu sebentar? kamu *mudeng* nggak sama pelajaran teks *deskriptif* kemarin ?
- S18 = Ya itu pak kadang mudeng kadang enggak pak.
- R = Lho kenapa?
- S22 = Pada berisik pak kadang cowok-cowok di bangku belakang pas lagi ndengerin pelajaran
- S2 = Iya pak jadi ganggu konsentrasi deh .
- R = Oh iya. Lha terus ketika saya pakai foto dan beri aktifitas untuk latihan menulis , kalian suka enggak ?
- S18 = Saya suka pak. Jadi lebih menarik karena bisa tahu seperti apa penampilan anggota keluarga teman sekelas serta ciri-cirinya melalui foto dan tulisan yang *dipostkan* ke *Facebook Group* hehehhe
- S22 = Iya pak pakai foto jadi lebih cepat dapat ide
- S23 = Jadi jelas ndeskripsiinya gitu pak.
- R = Ada kesulitan lain gak pas kalian latihan nulis bareng di kelas bapak?
- S22 = Ada pak kadang lupa tenses nya
- S23 = Iya, huruf besar
- S18 = Sama tanda baca titik koma lupa gak teliti gitu pak. Jadi harus saya cek berulang kali dulu sebelum ngumpulin hehehhhe
- R = Lalu kalian lebih pede donk buat nulis lagi ?
- S18 , S22 dan S23 = Insa Allah pak
- R = Ya sudah cukup dulu ya , terimakasih atas waktunya .
- S18, S22 and S23 = Ya pak sama-sama.

Interview 9

R = Researcher

S2 = Agtasa Ayu

S4 = Amalia Nur

Date : Wednesday, 21st May 2014

- R = Agtasa , Amalia ada waktu sebentar ? Ngobrol sebentar boleh?
- S2 dan S4 = Boleh ada apa yak pak?
- R = Gimana belajar *deskriptif* kemarin ?
- S2 dan S4 = Mudeng pak
- R = Terus ketika saya pakai foto dan beri aktifitas untuk latihan menulis , kalian suka enggak ?
- S2 = Suka pak pakai foto jadi lebih mudah dapetin idenya.
- S4 = Bener selain lebih mudah juga jadi lebih jelas gitu pas nulis.
- R = Ada kesulitan lain gak pas kalian latihan nulis bareng di kelas bapak?
- S2 = Ya kadang gak teliti pas bagian *tenses* pak
- S4 = Titik komanya itu loh pak sama huruf besar juga sok kadang kelupaan gitu hehehehe . Harus saya cek ulang dulu hehehe
- R = Setelah make foto kalian jadi lebih pede buat nulis lagi gak?
- S2 dan S4 = Iyaa pak .
- R = Hehehe. Sip lah. Makasih ya.
- S = sama-sama pak.

Interview 10

Date : 23rd May 2014

R : Researcher

ET : English Teacher

- R = Bagaimana pendapat ibu mengenai media dalam hal ini foto-foto dan beberapa aktifitas yang saya implementasikan di kelas ?
- ET = Oh iya mas foto dan aktifitas yang mas buat cukup menarik. Melalui penggunaan foto juga, para murid mulai bisa untuk mengarahkan membuat ide menjadi sebuah bentuk tulisan. Namun mohon diperbaiki sedikit RPP nya mas karena kita menggunakan kurikulum 2013, pada tiap pertemuan harus ada indikator yang hendak dicapai disertai alokasi waktunya mas.
- R = Oh *ngeeeh* Bu, nanti saya *edit*. Lalu untuk interaksi antara saya sebagai guru dan murid-murid saya priapun bu ?

- ET = Ya, saya lihat mas nya harus lebih meningkatkan lagi. Anak-anak kelas VII F memang perlu lebih banyak umpan mas seperti yang saya bilang untuk membuat mereka aktif.
- R = Kemudian bu, apakah menurut ibu motivasi dan kepercayaan diri murid untuk menulis sudah Nampak ?
- ET = Saya rasa belum cukup nampak seluruhnya mas, mungkin harus lebih dimotivasi dan didekati.
- R = Lalu bu untuk pembelajaran pada implementasi selanjutnya ada kah saran?
- ET = Ya itu mas buat kelasnya lebih hidup , pancing siswa untuk lebih berani
- R = Nggih bu matur nuwun

After cycle 2 Implemented

Interview 11

Date : Saturday, 31th May 2014

R : Researcher

S14 : Moh. Sultan

- R = Sultan, bapak bisa minta waktunya ?
- S14 = Ada apa ya pak?
- R = Oke, gimana perasaanmu setelah mengikuti pembelajaran menulis menggunakan foto?
- S14 = Ya cukup suka menyenangkan pak
- R = Ada kesulitan gak pas nulis pake foto
- S14 = Cepet sih pak dapet idenya tapi kadang masih kesulitan untuk milih kata-kata tepat yang ada di dalam foto itu, pak karena nggak tau atau bahkan lupa Bahasa Inggrisnya gitu hehehe. Ya kadang saya juga ndak teliti pas nggunain titik koma, huruf besar, terutama tenses itu pak sok kadang inget kadang enggak. Untungnya ada beberapa latihan tenses sebelum nulis sendiri jadi saya bisa ngecek apakah tulisan yang saya buat sudah bener apa belum tenses nya .
- R = Oh iya, terus mmm, menurutmu pakai foto ini *ngebantu* kamu *gak* untuk menulis tulisan yang lain?
- S14 = Bisa sih pak pake foto jadi lebih mudah jelas gitu dapetin idenya selain itu lebih menarik hhehehe
- R = Tambah percaya diri donk buat nulis sendiri?
- S14 = Heeh (ngangguk)
- R = Oke. Makasih ya, .”

S14 = Sama –sama pak

Interview 12

Date : Saturday, 31th May 2014

R = Researcher

S 8 = Dinda Putri

S5 = Catarina Ariestya

- R = Dinda, Catarina bisa bapak minta waktunya sebentar ?
- S8 dan S5 = Bisa ada apa ya pak?
- R = Oke. Kemarin *kan* kalian sudah belajar tentang menulis deskriptif pakai foto. Menurut kalian gimana?"
- S8 = Asyikk pak apalagi ada game nyocokin photo sebelum nulis sendiri jadi lebih seru. Saya jadi lebih tahu beberapa kosa kata *adjective* baru
- S5 = Menarik gitu, jadi lebih tahu siapa idola teman-teman di kelas serta ciri-cirinya melalui foto dan tulisan yang mereka buat. Terus ada game berhadiah jadi semangat buat ngerjain tugasnya.
- R = Ada kesulitan gak pas nulis pake foto?
- S8 = Kesulitan saya malah sebelum nulis kadang saya belum sempat nyetak fotonya pak hehhehe karena saya harus nyetak di sekolah karena ndak punya printer . Udah ndak ada pas nulisnya enak udah dapet ide tinggal nulis trus bisa dicek bareng bapak buat dibetulin langsung pas di dalam kelas atau kalo masih bingung dan belum selesai bisa dicek bareng lagi pas jam istirahat juga.
- S5 = Kalau saya malah pas nulisnya sok kadang gak teliti lupa pakai tenses yang benar , huruf besar dan tanda titik komanya juga sok kadang lupa pak hhehehe . Jadi setelah selesai saya baca dan cek lagi tulisan saya. Saya lihat lagi latihan-latihan yang telah saya kerjakan buat jadi contoh yang benar.
- R = Ok, iya, terus mmm, menurutmu pakai foto ini *ngebantu* kalian gak untuk menulis tulisan yang lain?
- S5 dan S8 = Bisa
- R = Jadi lebih pede donk buat nulisnya ?
- S5 dan S8 = Amin pak hehhehe
- R = Ya sudah. Terima kasih ya, Dinda, Caterina."
- S5 dan S8 = Ya, sama-sama, pak.

Interview 13

Date : Saturday, 31th May 2014

R = Resercher

ET = English Teacher


- R =Selamat siang bu.
- ET =Ya
- R =Mam, mohon maaf mengganggu lagi, mau interview lagi sebentar mam.”
- ET =Ya, mas. Silahkan”
- R = Alhamdulillah hari ini saya terakhir mengajar. Menurut ibu gimana media dan aktifitas yang telah saya gunakan ?
- ET = Sudah cukup baik mas dan lumayan anak sudah bisa menyampaikan ide saya lihat dari pekerjaan yang mereka kumpulkan kemarin pada mas.
- R = Hehehe, iya bu. Tapi menurut ibu, kemampuan anak-anak dalam menulis ada peningkatan nggak ?”
- ET = Iya mas mereka jadi lebih percaya diri dan termotivasi, beberapa saya lihat sudah berkembang saat menulis.
- R = Baik, bu. Terima kasih sebelunya atas bimbingannya. Thank you very much. Pamit bu.
- T : =You’re welcome. Hati-hati ya.



COURSE GRIDS


The Use of Photographs to Enhance Students' Writing Performance for the Seventh Grade Students at SMP N 4 Magelang in the Academic

Years of 2013/2014

Cycle 1 (4 Meetings)

Core Competence	Basic Competence	Indicators	Learning Material	Activities	Assessment	Photographs	Source
<p>K 1: Appraises and fully comprehends to the religion which they profess.</p> <p>K 2: Appraises and fully comprehends honest, disciplines, responsible, care (tolerant, community self help), well</p>	<p>1.1 Being grateful to God to the chance learning English as international communication language which is created through learning spirit.</p> <p>2.3 Shows responsible, care, cooperative, and peace love in order to do functional</p>	<p>Spiritual</p> <ul style="list-style-type: none"> - Being grateful to God to the chance learning English as international communication <p>Social</p> <ul style="list-style-type: none"> - Show well behaved and care attitude to teacher and friends 	<p>1. Descriptive text about:</p> <p>Family</p> <p>2. Generic Structure</p> <p>▼ Identification</p> <p>▼ Description</p> <p>3. Grammar</p> <p>- Use Present Tense</p> <p>S + V1(s/is) + O/C</p> <p>4. Vocabulary</p>	<p>Observe (BKOF)</p> <ul style="list-style-type: none"> - Students are given a photograph about one of teacher's family members. - Students mention some information that they get from the 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> - The level achievement of social function used texts - The level completely and harmony of descriptive texts - The level suitability of language features, 	<p>Photograph 1</p> 	<p>http://descriptiveblog.blogspot.com/2012/04/post-test.html</p> <p>www.sekolahoke.wordpress.com accessed in April 4th</p> <p>www.teachi</p>

<p>behaved, confidence etiquette, when interact effectively to the social environment and nature in society scope and existence.</p> <p>K 3: Understands knowledge (factual, conceptual, and procedural) based on the knowing feel desire about the science knowledge, technology, arts, cultures, related to phenomena and events looked in the eyes.</p> <p>K 4 : Tries,</p>	<p>communication</p> <p>3.10 Understands social function, text organization, and language features form the descriptive text which explains and asks about person, animal, and thing in short and simple descriptions accordance to the context used.</p> <p>4.12 Gets meaning in spoken and written short simple descriptive text</p> <p>4.1 3Creates spoken and written short simple descriptive text about person, animal, and thing with paying attention to the</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify the information in the given descriptive text - Mentions the functions of descriptive text - Mentions the generic structure of descriptive text - Mentions the language features of descriptive texts <p>Skill</p> <ul style="list-style-type: none"> - Create a simple written of descriptive text based on the given situations. 	<p>blouse (n)</p> <p>wavy (adj)</p> <p>white (adj)</p> <p>black (adj)</p> <p>hair (n)</p> <p>nose (n)</p> <p>fat (adj)</p> <p>trousers (n)</p> <p>round (adj)</p> <p>bag (n)</p> <p>complexion (n)</p> <p>little (adj)</p> <p>brother (n)</p> <p>flat (adj)</p> <p>dark (adj)</p> <p>grey (adj)</p> <p>sandal (n)</p> <p>bright (adj)</p> <p>5. Characteristic</p> <p>-Using Adjective</p> <p>- Using pronoun</p>	<p>photograph.</p> <ul style="list-style-type: none"> - Teacher gives feedback on the students' answers. <p>Formulate Questions</p> <p>(MOT)</p> <ul style="list-style-type: none"> - Teacher presents a simple descriptive text describing one of teacher's family members based on the information that the students get before. - Teacher guides the students to find out some differences between the words used in English and Indonesian - Students identify to social function, text organizations, 	<p>grammar, vocabulary, spelling even the handwriting</p> <p>Assessment Technique</p> <p>Performance test</p> <ul style="list-style-type: none"> - The suitability and appropriateness in order to use texts organization and language features in making descriptive texts. - Observations : <p>Target assessment</p> <ul style="list-style-type: none"> - The responsible, care, community self help and peace love to do communication - The suitability 	<p>Photograph 2</p>  <p>Photograph 3</p> 	<p>ngenglish4all.wordpress.com accessed in April 4th</p>
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processes , and presents in concrete domain (using, disentangling , combining, modifying and creating) and abstract domain (writing, reading, counting, drawing and composing) accordance to what have been learned in school and other similar resource in view points or theories.	social function, text organization, and language features rightly and contextually.			<p>language features, even the format in writing this descriptive with the teacher's guidance</p> <p>Associating (MOT)</p> <ul style="list-style-type: none"> - Teacher helps the students to find out how to find specific information and conclusion from the text descriptive provided. - Students take note on what they think important during the class. <p>Experimenting (JCOT)</p> <ul style="list-style-type: none"> - The teacher gives other photograph with 	<p>and appropriateness in presenting and writing descriptive texts</p> <ul style="list-style-type: none"> - The seriousness of the students during the teaching learning process. <p>Portfolio</p> <ul style="list-style-type: none"> - The collections of students' work which support the process of writing descriptive texts - The collections of students' practice <p>Self Assessment : Learning Journal</p>	<p>Photograph 4</p> 	
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				<p>a simple descriptive text.</p> <ul style="list-style-type: none"> - In groups, students should match the sentences on the descriptive text with the suitable parts of photograph by drawing the lines. - Students practice to find specific information in the text related to the given photograph - Students try to identify the structure of descriptive texts. - Students present their group work in front of the class. - Teacher and other students give 			
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				<p>feedback from the group work</p> <ul style="list-style-type: none"> - In groups, students are presented other photograph - They identify what kinds of information that they got from the photograph by filling the following uncompleted sentences in the form of split descriptive text. - They present their group work in front of the class - Students get feedback on their works from teacher and friends. - Still in group, 			
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				<p>students are presented another photograph.</p> <ul style="list-style-type: none"> - They are asked to fill the blank spaces followed with the information that they get from the photograph. - Then, they are asked to make sentences based on their blank spaces that they had completed. - Using the sentences that they had made and arranged, students continue to complete the given descriptive text. - They present their group work in front of the 			
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				<p>class.</p> <ul style="list-style-type: none"> - Students get feedback on their works from teacher and friends. <p>(ICOT)</p> <ul style="list-style-type: none"> - Teacher asks the students to choose a photograph from their photo post in their social media or other sources that represents one of their family members - Students make a list of descriptions related to adjective used about one of their family members' information based on the 			
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				<p>photographs choice.</p> <ul style="list-style-type: none"> - Then, they start to make sentences based on the list that they make - They arrange their sentences to be their first draft description about one of their family members. - They collect to the teacher - Teacher respond to the students draft related some aspects such as grammar and sentence pattern. - Students revise their draft to be their final product and 			
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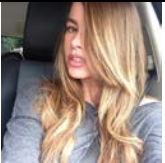



				<p>collect back to the teacher</p> <p>Networking</p> <p>(ICOT)</p> <ul style="list-style-type: none"> - Students are asked to repost their written text product with the photograph into their social media - Students give tag their work to their friends and the teacher so that the teacher and friend could give comment and feedback 			
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Cycle 2 (3 Meetings)




Core Competence	Basic Competence	Indicators	Learning Material	Activities	Assessment	Photographs	Source
<p>K 1: Appraises and fully comprehends to the religion which they profess.</p> <p>K 2: Appraises and fully comprehends honest, disciplines, responsible, care (tolerant, community self help), well behaved, confidence etiquette, when interact effectively to the social environment and nature in</p>	<p>1.1 Being grateful to God to the chance learning English as international communication language which is created through learning spirit.</p> <p>2.3 Shows responsible, care, cooperative, and peace love in order to do functional communication</p> <p>3.10 Understands social function, text organization, and language features form the descriptive text</p>	<p>Spiritual</p> <ul style="list-style-type: none"> - Being grateful to God to the chance learning English as international communication <p>Social</p> <ul style="list-style-type: none"> - Show well behaved and care attitude to teacher and friends <p>Knowledge</p> <ul style="list-style-type: none"> - Identify the information in the given descriptive text - Mentions the 	<p>2. Descriptive text about:</p> <p>Family</p> <p>2. Generic Structure</p> <p>▼ Identification</p> <p>▼ Description</p> <p>3. Grammar</p> <p>- Use Present Tense</p> <p>S + V1(s/is) + O/C</p> <p>4. Vocabulary</p> <p>blouse (n)</p> <p>wavy (adj)</p> <p>white (adj)</p> <p>black (adj)</p> <p>hair (n)</p> <p>nose (n)</p>	<p>Observe</p> <p>(BKOF)</p> <ul style="list-style-type: none"> - Students are given a photograph about one of Indonesian famous idol - Students mention some information that they get from the photograph. - Teacher gives feedback on the students' 	<p>Assessment Criteria</p> <ul style="list-style-type: none"> - The level achievement of social function used texts - The level completely and harmony of descriptive texts - The level suitability of language features, grammar, vocabulary, spelling even the handwriting <p>Assessment Technique</p>	 <p>Photograph 1</p>  <p>Photograph 2</p>	<p>http://descriptiveblog.blogspot.com/2012/04/post-test.html</p> <p>www.sekolahoke.wordpress.com accessed in May 20th</p> <p>www.teachingenglish4all.wordpress.com accessed in May 20th</p>




<p>society scope and existence.</p> <p>K 3: Understands knowledge (factual, conceptual, and procedural) based on the knowing feel desire about the science knowledge, technology, arts, cultures, related to phenomena and events looked in the eyes.</p> <p>K 4 : Tries, processes , and presents in concrete domain (using, disentangling , combining, modifying and</p>	<p>which explains and asks about person, animal, and thing in short and simple descriptions accordance to the context used.</p> <p>4.12 Gets meaning in spoken and written short simple descriptive text</p> <p>4.1 Creates spoken and written short simple descriptive text about person, animal, and thing with paying attention to the social function, text organization, and language features rightly and contextually.</p>	<p>functions of descriptive text</p> <ul style="list-style-type: none"> - Mentions the generic structure of descriptive text - Mentions the language features of descriptive texts <p>Skill</p> <ul style="list-style-type: none"> - Create a simple written of descriptive text based on the given situations. 	<p>fat (adj)</p> <p>trousers (n)</p> <p>round (adj)</p> <p>bag (n)</p> <p>complexion (n)</p> <p>little (adj)</p> <p>brother (n)</p> <p>flat (adj)</p> <p>dark (adj)</p> <p>grey (adj)</p> <p>sandal (n)</p> <p>bright (adj)</p> <p>5. Characteristic</p> <ul style="list-style-type: none"> -Using Adjective - Using pronoun 	<p>answers.</p> <p>Formulate Questions (MOT)</p> <ul style="list-style-type: none"> - Teacher presents a simple descriptive text describing one of Indonesian famous idol based on the information that the students get before. - Teacher guides the students to find out some differences between the words used in English and Indonesian <p>Associating</p>	<p>Performance test</p> <ul style="list-style-type: none"> - The suitability and appropriateness in order to use texts organization and language features in making descriptive texts. - Observations : <p>Target assessment</p> <ul style="list-style-type: none"> - The responsible, care, community self help and peace love to do communication - The suitability and appropriateness in presenting and writing descriptive texts - The seriousness of the students 	 <p>Photograph 3</p>  <p>Photograph 4</p>  <p>Photograph 5</p>	
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creating) and abstract domain (writing, reading, counting, drawing and composing) accordance to what have been learned in school and other similar resource in view points or theories.				<p>(MOT)</p> <ul style="list-style-type: none"> - Teacher helps the students to find out how to find specific information and conclusion from the text descriptive provided. -Students identify to social function, text organizations, language features, even the format in writing this descriptive with the teacher's guidance -Students take note on what they think important during the class. 	<p>during the teaching learning process.</p> <p>Portfolio</p> <ul style="list-style-type: none"> - The collections of students' work which support the process of writing descriptive texts - The collections of students' work which show the result of studying descriptive texts. <p>Self Assessment : Learning Jornal</p>	 <p>Photograph 6</p>  <p>Photograph 6</p>	
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				<p>Experimenting</p> <p>(JCOT)</p> <ul style="list-style-type: none"> - The teacher gives other photograph with a simple descriptive text. - In groups, students practice to find specific information in the text related to the given photograph - Students also try to identify the structure of descriptive texts. - Teacher and other students give feedback from the group work 		 <p>Photograph 7</p>  <p>Photograph 8</p>  <p>Photograph 9</p>  <p>Photograph 10</p>	
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				<ul style="list-style-type: none"> - In groups, students are presented some photographs in the worksheet - They identify what kinds of information that they got from the photographs and match with adjective choice provided. - They present their group work in front of the class - Students get feedback on their works from teacher and friends. 		 <p>Photograph 11</p>  <p>Photograph 12</p>  <p>Photograph 13</p>	
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				<ul style="list-style-type: none"> - Still in group, students are presented another photograph with uncompleted descriptive texts - They are asked to fill the blank spaces followed with the correct present tense verbs and pronoun used. - They present their group work in front of the class. - Students get feedback on their works from teacher and friends. 		 <p>Photograph 14</p>  <p>Photograph 15</p>  <p>Photograph 16</p>	
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				<p>ICOT)</p> <ul style="list-style-type: none"> - Teacher asks the students to make group of four and give some photographs related some famous people in Indonesian or International - Students make a list of descriptions related to adjective used based on the given photographs. - Then, they start to make sentences based on the list that they make. - They arrange 		 <p>Photograph 17</p>  <p>Photograph 18</p>  <p>Photograph 19</p>	
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				<p>their sentences to be their first group draft description about one of famous people in Indonesian or International</p> <ul style="list-style-type: none"> - They collect to the teacher - Teacher share the group first draft to conduct group peer editing - The groups correct their friends group. - The groups revise their draft to be their final product and collect back 		 <p>Photograph 20</p>  <p>Photograph 21</p>  <p>Photograph 22</p>  <p>Photograph 23</p>	
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				<p>to the teacher</p> <ul style="list-style-type: none"> - Students were asked to choose one of their favorite idol - They start to make their first draft description about their favorite idol - The teacher one by one give oral feedback and written - Students revise and collect their final product and post it in their Facebook group. 			
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LESSON PLAN

School	: SMP N 4 Magelang
Subject	: English
Grade/Semester	: VIII/ 2
Number of session(s)	: 7 x 40 minutes (4 Meetings)
Topic	: Family

I. Core Competence

K 1: Appraises and fully comprehends to the religion which they profess.

K 2: Appraises and fully comprehends honest, disciplines, responsible, care (tolerant, community self help), well behaved, confidence etiquette, when interact effectively to the social environment and nature in society scope and existence.

K 3: Understands knowledge (factual, conceptual, and procedural) based on the knowing feel desire about the science knowledge, technology, arts, cultures, related to phenomena and events looked in the eyes.

K 4 : Tries, processes , and presents in concrete domain (using, disentangling , combining, modifying and creating) and abstract domain (writing, reading, counting, drawing and composing) accordance to what have been learned in school and other similar resource in view points or theories.

II. Basic Competence

1.1 Being grateful to God to the chance learning English as international communication language which is created through learning spirit.

2.3 Shows responsible, care, cooperative, and peace love in order to do functional communication

3.10 Understands social function, text organization, and language features form the descriptive text which explains and asks about person, animal, and thing in short and simple descriptions accordance to the context used.

4.12 Gets meaning in spoken and written short simple descriptive text

- 4.13 Creates spoken and written short simple descriptive text about person, animal, and thing with paying attention to the social function, text organization, and language features rightly and contextually.

III. Indicator

Spiritual

- Writes learning log about being grateful to God to the chance learning English.

Social

- Shows well behaved and cares to the teacher and friends

Knowledge

- Identifies the information in the given descriptive text
- Mentions the functions of descriptive text
- Mentions the generic structure of descriptive text
- Mentions the language features of descriptive texts

Skill

- Produces and lists some adjectives based on the students' own photograph observation
- Produces sentences using simple present tense based on some adjectives that had found
- Writes a simple written descriptive texts based on those adjective and sentences

IV. Goals of teaching

In the end of the lesson, students are able to:

1. Write the learning log about being grateful to God to the chance learning English
2. Show well behaved and cares to the teacher and friends continually.

First Meeting

3. Identify the information in the given descriptive text accurately.
4. Identify the function of descriptive text accurately.

Second Meeting

5. Mention the generic structure of descriptive text accurately
6. Mention the language features of descriptive texts accurately.
 - ♣ Use pronoun : He, She, his, her
 - ♣ Use adjective: wavy, brown, fat, oval, round, big, black, and so many others.
 - ♣ Use simple present tense

Third Meeting

7. Produce and list some adjectives based on the students' own photograph observation accurately

Fourth Meeting

8. Produce sentences using simple present tense based on some adjectives that had found accurately
9. Write a simple written descriptive texts based on those adjective and sentences appropriately

V. Learning Material

A descriptive text describes a particular person relates to one of family members.

Text 1.

This is Eni Muninggar. In the photo, she wears a white blouse and black long trousers. She also brings a white bag. She has short wavy black hair. Her complexion is oval. Her eyes are black and her nose is flat. She has fat body and dark skin. She looks excited



Text.2

He is Ifan. He wears a grey shirt and short jeans trousers. He has a round complexion. His hair is black and straight. His eyes are black also his nose is flat. He has bright skin. He looks sleepy and tired



↑ Generic Structure
▼ Identification

The identification gives general information about the object (name of the object that describe).

Example: **This is Eni Muninggar.**

He is Ifan

▼ Description

The description gives the description of the object in details.

Example: **In the photo, she wears a white blouse and black long trousers. She also brings a white bag. Then, she has short wavy black hair. Her complexion is oval. Besides, her eyes are black and her nose is flat. She has fat body and dark skin .**

He wears a grey shirt and short jeans trousers. He also wears black sandal. Then, he has a round complexion. His hair is black and straight. His eyes are black also his nose is flat. Besides, he has bright skin

◆ Language Features

□ Tenses: Simple Present Tense

S + V1(s/is) + O/C

Example: **She wears a white blouse and a black long trouser**

He has a round complexion

Her complexion is oval

□ Using Adjective

Example: **wavy, black, fat, oval, round, straight, short, long, dark**

□ Pronouns used

Example: **she, her, his, her**

◆ Vocabularies

Words	Parts of Speech	Pronunciation
blouse	noun	/blaʊz/
Wavy	adjective	/'weɪ.vi/
white	adjective	/waɪt/
black	adjective	/blæk/

hair	noun	/heə r/
nose	noun	/nəʊz/
fat	adjective	/fæt/
trousers	noun	/'traʊ.zəz/
round	adjective	/raʊnd/
bag	noun	/bæg/
complexion	noun	/kəm'plek.ʃən/
little	adjective	/'lɪ.tl/
brother	noun	/'brʌð.ə r
flat	adjective	/flæt/
dark	adjective	/dɑ:k/
grey	adjective	/grei/
sandal	noun	/'sæn.d ə l/
bright	adjective	/braɪt/

VI. Resource

<http://descriptiveblog.blogspot.com/2012/04/post-test.html>

www.sekolahoke.wordpress.com accessed in September 4th

www.teachingenglish4all.wordpress.com accessed in September 4th

Bahasa Inggris . *When English Rings the Bell kelas VII; buku guru/Kementrian Pendidikan dan Kebudayaan . Jakarta .2013*

Bahasa Inggris . *When English Rings the Bell kelas VII; buku siswa /Kementrian Pendidikan dan Kebudayaan . Jakarta .2013*

VII. Method

Scientific Approach

VIII. Teaching Learning Activities

Meeting	Steps/ procedures	Learning Activities	Time
First Meeting	Pre-Activities	<p>Opening Activities</p> <ol style="list-style-type: none"> The teacher greets the students. The teacher checks the attendance. The teacher writes the topic on the board. The teacher links the previous lesson to the new one. The teacher informs the learning objectives and the scope of the lesson. 	5 minutes
	Main-Activities	<p>Observe (BKOF)</p> <ul style="list-style-type: none"> Students are given a photograph about one of teacher's family members. Students mention some information that they get from the photograph. Teacher gives feedback on the students' answers. <p>Formulate Questions (MOT)</p> <ul style="list-style-type: none"> Teacher presents a simple descriptive text describing one of teacher's family members based on the information that the students get before. Teacher guides the students to find out some differences between the words used in English and Indonesian Students identify to social function, text organizations, language features, even the format in writing this descriptive with the teacher's guidance <p>Associating (MOT)</p> <ul style="list-style-type: none"> Teacher helps the students to find out how to find specific 	70 Minutes

		<p>information and conclusion from the text descriptive provided.</p> <p>-Students take note on what they think important during the class.</p> <p>Experimenting (JCOT)</p> <ul style="list-style-type: none"> - The teacher gives other photograph with a simple descriptive text. - In groups, students should match the sentences on the descriptive text with the suitable parts of photograph by drawing the lines. - Students practice to find specific information in the text related to the given photograph - Students try to identify the structure of descriptive texts. - Teacher and other students give feedback from the group work 	
	Post- Activities	<p>Closing Activities</p> <ol style="list-style-type: none"> a. Teacher and students reflect today's lesson. b. Teacher and students summarize materials learned. c. Teacher gives the homework or assignment to the students d. Teacher says goodbye to students. 	5 Minutes
Second Meeting	Pre -Activities	<p>Opening Activities</p> <ol style="list-style-type: none"> a. The teacher greets the students. b. The teacher checks the attendance. c. The teacher writes the topic on the board. d. The teacher links the 	5 Minutes

		<p>previous lesson to the new one.</p> <p>e. The teacher informs the learning objectives and the scope of the lesson.</p>	
	Main -Activities	<ul style="list-style-type: none"> - In groups, students are presented other photograph - They identify what kinds of information that they got from the photograph by filling the following uncompleted sentences in the form of split descriptive text. - They present their group work in front of the class - Students get feedback on their works from teacher and friends. - Still in group, students are presented another photograph. - They are asked to fill the blank spaces followed with the information that they get from the photograph. - Then, they are asked to make sentences based on their blank spaces that they had completed. - Using the sentences that they had made and arranged, students continue to complete the given descriptive text. - They present their group work in front of the class. - Students get feedback on their works from teacher and friends. 	70 Minutes
	Post -Activities	<p>Closing Activities</p> <p>a. Teacher and students reflect today's lesson.</p> <p>b. Teacher and students</p>	5 Minutes

		<p>summarize materials learned.</p> <p>c. Teacher gives the homework or assignment to the students</p> <p>d. Teacher says goodbye to students.</p>	
Third Meeting	Pre -Activities	<p>Opening Activities</p> <p>a. The teacher greets the students.</p> <p>b. The teacher checks the attendance.</p> <p>c. The teacher writes the topic on the board.</p> <p>d. The teacher links the previous lesson to the new one.</p> <p>e. The teacher informs the learning objectives and the scope of the lesson.</p>	2 Minutes
	Main- Activities	<p>(ICOT)</p> <ul style="list-style-type: none"> - Teacher asks the students to choose a photograph from their photo post in their social media or other sources that represents one of their family members - Students make a list of descriptions related to adjective used about one of their family members' information based on the photographs choice. 	35 Minutes
	Post- Activities	<p>Closing Activities</p> <p>e. Teacher and students reflect today's lesson.</p> <p>f. Teacher and students summarize materials learned.</p> <p>g. Teacher gives the homework or assignment to the students</p> <p>h. Teacher says goodbye to students.</p>	3 Minutes
Fourth Meeting	Pre- Activities	<p>Opening Activities</p> <p>a. The teacher greets the students.</p>	

		b. The teacher checks the attendance. c. The teacher writes the topic on the board. d. The teacher links the previous lesson to the new one. e. The teacher informs the learning objectives and the scope of the lesson.	5 Minutes
	Main -Activities	<ul style="list-style-type: none"> - Then, they start to make sentences based on the list that they make - They arrange their sentences to be their first draft description about one of their family members. - They collect to the teacher - Teacher respond to the students draft related some aspects such as grammar and sentence pattern. - Students revise their draft to be their final product and collect back to the teacher <p>Networking (ICOT)</p> <ul style="list-style-type: none"> - Students are asked to repost their written text product with the photograph into their social media - Students give tag their work to their friends and the teacher so that the teacher and friend could give comment and feedback 	70 Minutes
	Post- Activities	Closing Activities f. Teacher and students reflect today's lesson. g. Teacher and students summarize materials learned. h. Teacher gives the homework or assignment to the students	5 Minutes

		i. Teacher says goodbye to students.	
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IX. Assessment

1. Spiritual Assessment

No	Indicators	Assessment Technique	Schedule	Instrument	Note
1.	Writes learning log about being grateful to God to the chance learning English	Learning Journal	After teaching process	Learning Journal	

2. Social Assessment

Attitude

No	Aspects	Assessment Technique	Schedule	Instrument	Note
1. 2.	Respectful Brave	Observation	Teaching process	Observation Sheet	

Behavior

No	Aspects	Assessment Technique	Schedule	Instrument	Note
1.	Group Work	Observation	Teaching process	Observation Sheet	

3. Knowledge Assessment

Meeting	No	Indicators	Assessment Technique	Assessment Form	Type of activity	Instruments
First Meeting	1.	♦ Identify the functions of descriptive text	Test	Written	Matching	<p><i>Look at the following photograph.</i></p> <p><i>In group, Match the sentences on the descriptive text provided with the suitable parts of photograph</i></p>

	2.	♦ Identify the information in the given descriptive text.	Test	Written	Question and Answer	by drawing the lines. After that, answer the following questions.
Second Meeting	1.	♦ Mentions the generic structure of descriptive text	Test	Written	Question and answer	Read again the text. Try to identify the structure.
	2.	♦ Mentions the language features of descriptive texts	Test	Written	Filling gap	In groups, look at the following photograph. How is the man look like? Complete the sentences below based on the photograph presented above
			Test	Written	Filling gap	Still in group, look at another photograph above. How is the woman look like? Complete the blank space! After completing the blank spaces, make sentence based on what do you get from the photograph above. Now, continue the descriptive below by arranging the sentences first

						<i>that you had wrote before.</i>
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4. Skill Assessment

Meetings	No	Indicators	Assessment Technique	Assessment Form	Type of activity	Instruments
Third Meeting	1.	♦ Produce and list some adjectives based on the students' own photograph observation	Written test	Written	<i>Making lists</i>	<i>Choose one photograph from your social media or others sources that represent one of your family members, and then try to make lists of adjective what he/she looks like</i>
Fourth Meeting	1.	♦ Produce sentences using simple present tense based on some adjectives that had found	Written test	Written	<i>Making Sentences</i>	<i>Using the lists, try to make the sentences</i>
	2.	♦ Write a simple written descriptive texts based on those adjective and sentences				<i>Write your own descriptive texts using those sentences.</i> <i>Consult and revise to your teacher</i> <i>Then, post your photograph with the final written into your social media</i>

						<i>Give tag their work to their friends and the teacher so that the teacher and friend could give comment and feedback</i>
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Magelang, April 2014

Disetujui oleh
Guru Bahasa Inggris

Mahasiswa

Arlina Candra Dewi, S.Pd
NIP. 19780304 201001 2 008

I Gede Arga Anggara

Appendices

Assessment Rubrics

1. Spiritual

No	Indicators	Skor
1.	Uses 8 positive words and two of them are “God” and “Thank”	5
2.	Uses 6 positive words and two of them “God” dan “Thank”	4
3.	Uses 4 positive words and two of them are “God” and “Thank”	3
4.	Uses 4 positive words without “God” and “Thank”	2
5.	Uses less than 4 positive words without “God” and “Thank”	1

2. Social

2. Penilaian dari Segi Sikap (*attitude*)

a. Rasa hormat (*respect*)

- 5 = Tidak pernah menunjukkan sikap tidak hormat
- 4 = Pernah menunjukkan sikap tidak hormat
- 3 = Beberapa kali menunjukkan sikap tidak hormat
- 2 = Sering menunjukkan sikap tidak hormat
- 1 = Sangat sering menunjukkan sikap tidak hormat

b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (*care*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli
- 4 = Pernah menunjukkan sikap tidak peduli
- 3 = Beberapa kali menunjukkan sikap tidak peduli
- 2 = Sering menunjukkan sikap tidak peduli
- 1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (*brave*)

- 5 = Tidak pernah menunjukkan sikap tidak berani
- 4 = Pernah menunjukkan sikap tidak berani
- 3 = Beberapa kali menunjukkan sikap tidak berani
- 2 = Sering menunjukkan sikap tidak berani
- 1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (*confidence*)

- 5 = Tidak pernah menunjukkan sikap tidak percaya diri
- 4 = Pernah menunjukkan sikap tidak percaya diri
- 3 = Beberapa kali menunjukkan sikap tidak percaya diri
- 2 = Sering menunjukkan sikap tidak percaya diri
- 1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkomunikasi baik (*communicative*)

- 5 = Tidak pernah menunjukkan sikap tidak komunikatif
- 4 = Pernah menunjukkan sikap tidak komunikatif
- 3 = Beberapa kali menunjukkan sikap tidak komunikatif
- 4 = Sering menunjukkan sikap tidak komunikatif
- 5 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (*social awareness*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli sosial
- 4 = Pernah menunjukkan sikap tidak peduli sosial
- 3 = Beberapa kali menunjukkan sikap tidak peduli sosial
- 2 = Sering menunjukkan sikap tidak peduli sosial
- 1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. Ingin tahu (*curiosity*)

- 5 = Tidak pernah menunjukkan sikap tidak ingin tahu
- 4 = Pernah menunjukkan sikap tidak ingin tahu
- 3 = Beberapa kali menunjukkan sikap tidak ingin tahu
- 2 = Sering menunjukkan sikap tidak ingin tahu
- 1 = Sangat sering menunjukkan sikap tidak ingin tahu

3. Penilaian dari segi tingkah laku (*action*)

a. Kerja sama (*team work*)

- 5 = selalu bekerja sama
- 4 = sering bekerja sama
- 3 = Beberapa kali melakukan kerja sama
- 2 = pernah bekerja sama
- 1 = tidak pernah bekerja sama

b. Melakukan tindak komunikasi yang tepat (*communicative action*)

- 5 = Selalu melakukan kegiatan komunikasi yang tepat
- 4 = Sering melakukan kegiatan komunikasi yang tepat
- 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat
- 2 = Pernah melakukan kegiatan komunikasi yang tepat
- 1 = Tidak pernah melakukan kegiatan komunikasi yang tepat

3. Knowledge

No.	Answer	Score	Skor Maksimal
1.	Students can match the 7 sentences on the descriptive text provided with the suitable parts of photograph by drawing the lines.	Every correct lines =1	7
2.	Students can answer the six following questions	Every Completed correct answer	3 3 x6 =18
		Every Not Completed correct answer	2
		Every Incorrect sentences	1
3.	Students can identify the generic structure of given text correctly	2 correct parts of description	2
4.	Students can complete the uncompleted sentences with the correct adjective used choice	Every correct completed sentences = 1	10
5.	Students can fill the blank boxes with correct adjective based on the given photograph	Every Correct adjective and spelling	3 3x8=24
		Every Correct adjective and incorrect spelling	2
		Every Incorrect adjective and incorrect spelling	1

6.	Students can make correct sentences based on the boxes	Every correct sentences correct grammar	3	3x8 =24
		Every correct sentences incorrect grammar	2	
		Every Incorrect sentences incorrect grammar	1	
7.	Students can arrange the sentences well and use 8 sentences that they made before	Right order and use 8 sentences	5	5
		Wrong order and do not follow the instruction	4	
		Do not finish	1	
Skor Total				90

4.Keterampilan

No	Aspects	Criteria	Level 3 Completion Aspects	4 Exceptional	3 Competent	2 Developing	1 needs improvement	Points
1.	The Cohesion of Sentences	100 % integrated sentences	Writing	Can write 8-10 sentences of different kinds, complex				5
		80 % integrated sentences			Can write 8-10 sentences			4
		60 % integrated sentences						3

					of different kinds simple		
		40 % integrated sentences				Can write 5-7 sentences	2
		20 % integrated sentences				Can write 1-4 Sentences	1
2.	Word Choice	100 % correct word choice	Vocabulary	Uses simple and common words well. Tries to use difficult word			5
		80 % correct word choice			Uses many simple and common words and makes only few mistakes		4
		60 % correct word choice					3
		40% correct word choice				Uses some simple and common words and makes some mistakes	2
		20% correct word choice				Uses only a few simple and common words often with mistakes	1
3.	Vocabularies Writing	100 % correct vocabularies writing		Uses simple and common words well. Tries to use difficult word			5
		80 % correct vocabularies writing			Uses many simple and common words and makes only few mistakes		4
		60 % correct vocabularies writing					3

		40 % correct vocabularies writing				Uses some simple and common words and makes some mistakes		2
		20 % correct vocabularies writing				Uses only a few simple and common words often with mistakes	1	
4.	The Coherence of Content	100 % appropriate content	Ideas		Sentence s are all connecte d to the topic			5
		80 % appropriate content				Ideas usually connect to the topic		4
		60 % appropriate content						3
		40 % appropriate content				Ideas only sometim es connect to the topic		2
		20 % appropriate content					Ideas do not connect to the topic	1
5.	Grammar Accuracy	100 % appropriate grammar accuracy	Grammar	Punctuation, Capitalization, and spelling	Makes almost no mistake in grammar and punctuati on , capitaliza tion, and spelling			5
		80 % appropriate grammar accuracy				Makes a few mistakes in grammar and punctuati on , capitaliza tion, and spelling		4
		60% appropriate grammar accuracy						3
		40% appropriate grammar accuracy					Makes some mistakes in	

						grammar and punctuation , capitalization, and spelling		
		20% appropriate grammar accuracy					Makes many mistakes in grammar and punctuation , capitalization, and spelling	1

Spiritual, Social, Knowledge, and Skill Guiding Assessment

$$NA = \frac{\text{Achievement Point}}{\text{Maximal Point}} \times 4$$

Spiritual, Social, Knowledge, and Skill Competencies Conversion

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.66	
B	3	3	B
B-	2.66	2.66	
C+	2.33	2.33	
C	2	2	C
C-	1.66	1.66	
D+	1.33	1.33	
D-	1	1	K

Worksheet

Task 1 Look at the following photograph. How is the woman look like?

Photograph 1.





This is Eni Muninggar. **Identification**

In the photo,

she wears a white blouse and black long trousers.

She also brings a white bag.

Then, she has short wavy black hair. Her complexion is oval.

Besides, her eyes are black and her nose is flat.

She has big body and dark skin. She looks

excited. **Description**

Questions:

1. What does the text describe?
2. What does she wear?
3. What is her hair like?
4. Does she have bright skin?
5. What are her eyes like?
6. What is her complexion like?
7. Does she have slim body?

- **Task 2. Look at the following photograph. In group, match the sentences on the descriptive text provided with the suitable parts of photograph by drawing the lines. After that, answer the following questions.**

Photograph 2



He is Ifan.

He is wearing a grey shirt and short jeans trousers.

He has a round complexion.

His hair is black and straight.

His eyes are black

and his nose is flat.

He has bright skin.

He looks sleepy and tired.

Questions:

1. What does the text describe?
2. What is his nose like?
3. Does he have round complexion?
4. What is his skin like?
5. What is his hair like?
6. Does he wear a blue shirt and long jeans?

TASK 3. Read again the text. Try to identify the structure.

TASK 4 In groups, look at the following photograph. How is the man look like?



Complete the sentences below based on the photograph presented above

- ◆ This is Saeful Bahri
- ◆ He is a policeman
- ◆ He is young
- ◆ He uses ,,,, in his head
- ◆ He is wearing shirt, trousers and.... belt
- ◆ He also wears ... shoes
- ◆ Then, he has..... .complexion.
- ◆ His eyes are ...
- ◆ He has a..... nose
- ◆ His body is.... .
- ◆ His skin is
- ◆ He looks happy

Task 5. Still in group, look at another photograph above. How is the woman look like? Complete the blank space!



After completing the blank spaces, make sentence based on what do you get from the photograph above.

1.
2.
3.
4.
5.
6.
7.
8.

Now, continue the descriptive below by arranging the sentences first that you had wrote before.

She is Marjinah. She looks old.

Task 5.

1. *Choose one photograph from your social media or others sources that represent one of your family members,*
2. *and then try to make lists of adjective what he/she looks like*
3. *Using the lists, try to make the sentences*
4. *Write your own descriptive texts using those sentences.*
5. *Consult and revise to your teacher*
6. *Then, post your photograph with the final written into your social media*
7. *Give tag their work to their friends and the teacher so that the teacher and friend could give comment and feedback*

Name/Students' Number:

My Learning Log

Use the words to complete the sentences. Your teacher will help you

Good **Thank** **Sad** A lot
study Happy **speak**
Bored **Worried** Write
 Afraid read Practice Hard

Having a chance to learn English makes me

.....



LESSON PLAN

School	: SMP N 4 Magelang
Subject	: English
Grade/Semester	: VIII/ 2
Number of session(s)	: 5 x 40 minutes(3Pertemuan)
Topic	: My Idol

I. Core Competence

K 1: Appraises and fully comprehends to the religion which they profess.

K 2: Appraises and fully comprehends honest, disciplines, responsible, care (tolerant, community self help), well behaved, confidence etiquette, when interact effectively to the social environment and nature in society scope and existence.

K 3: Understands knowledge (factual, conceptual, and procedural) based on the knowing feel desire about the science knowledge, technology, arts, cultures, related to phenomena and events looked in the eyes.

K 4 : Tries, processes , and presents in concrete domain (using, disentangling , combining, modifying and creating) and abstract domain (writing, reading, counting, drawing and composing) accordance to what have been learned in school and other similar resource in view points or theories.

II. Basic Competence

1.1 Being grateful to God to the chance learning English as international communication language which is created through learning spirit.

2.3 Shows responsible, care, cooperative, and peace love in order to do functional communication

3.10 Understands social function, text organization, and language features form the descriptive text which explains and asks about person, animal, and thing in short and simple descriptions accordance to the context used.

4.12 Gets meaning in spoken and written short simple descriptive text

- 4.13 Creates spoken and written short simple descriptive text about person, animal, and thing with paying attention to the social function, text organization, and language features rightly and contextually.

III. Indicator

Spiritual

- Writes learning log about being grateful to God to the chance learning English.

Social

- Ends the English assignments on time
- Ends the English assignments which become their part in the group.

Knowledge

- Identify the information in the given descriptive text
- Identify the generic structure
- Mention the adjective in descriptive text
- Mention the pronoun used in descriptive text
- Mention the present tense in descriptive text

Skill

- In groups, write description text based on given photograph with the correct punctuation, attitude words, and text structure
- Use adjective accurately
- Use pronoun accurately
- Use present tense verbs forms accurately

IV. Goals of teaching

In the end of the lesson, students are able to:

1. Write the learning log about being grateful to God to the chance learning English
2. Show well behaved and cares to the teacher and friends continually.

First Meeting

3. Identify the information in the given descriptive text accurately.
4. Identify the generic structure of descriptive text accurately.

Second Meeting

5. Mention the adjective in descriptive text appropriately
6. Mention the pronoun used in descriptive text appropriately
7. Mention the present tense used in descriptive texts appropriately

Third Meeting

8. In groups, write a simple written of descriptive text based on the given photographs
9. Using adjective accurately
10. Using pronoun accurately
11. Using present tense verbs forms accurately

V. Learning Material

A descriptive text describes a particular person relates to Famous Idol

Text 1

This is Sule. His full name is Entis Sutisna. He is a famous comedian in Indonesia.

Sule is very unique. His hair is long with brown and yellow color. He has oval complexion, flat nose and slanting eyes. His skin is dark. Today, he wears dark blue shirt with line design and tie also the white sweater. Then, he wears grey jeans.



Text 2

Her full name is Ayu Rosmalina. She is very popular among Indonesian people as Indonesian Dangdut singer "Ayu Ting ting".

In the photo, she wears white T-shirt and purple jacket. Then, she wears brown bracelet. She also wears short pants jeans with brown belt. Ayu is very beautiful. She has brown short hair. Her complexion is oval. She has thin lips. Her nose is pointed.



- ♦ Generic Structure
- ▼ Identification

The identification gives general information about the object (name of the object that describe).

Example: **This is Sule. His full name is Entis Sutisna.**

Her full name is Ayu Rosmalina. She is very popular among Indonesian people as Indonesian Dangdut singer “Ayu Ting ting“ .

▼ Description

The description gives the description of the object in details.

Example: **His hair is long with brown and yellow color. He has oval complexion, flat nose and slanting eyes. His skin is dark. Today, he wears dark blue shirt with line design and tie also the white sweater. Then, he wears grey jeans.**

She wears white T-shirt and purple jacket. Then, she wears brown bracelet. She also wears short pants jeans with brown belt. Ayu is very beautiful. She has brown short hair. Her complexion is oval. She has thin lips. Her nose is pointed.

♣ Language Features

□ Tenses: Simple Present Tense

S + V1(s/is) + O/C

Example: **His hair is long with brown and yellow color**

She *is* very popular among Indonesian people as Indonesian Dangdut singer “Ayu Ting ting“ .

he wears grey jeans.

□ Using Adjective

Example: **brown, yellow, purple, short, slanted, yellow and so many others**

□ Pronouns used

Example: **she, her, his, her**

♣ Vocabularies

Words	Parts of Speech	Pronunciation
Slanting	adjective	/'slɑ:n.tɪŋ/

Famous	adjective	/'feɪ.məs/
Popular	adjective	/'pɒp.jʊ.lər/
hair	noun	/heər/
nose	noun	/nəʊz/
Bracelet	noun	'breɪ.slət/
complexion	noun	/kəm'plek.ʃən/
Comedian	noun	/kə'mi:.di.ən/
Singer	noun	/'sɪŋ.ər/
Purple	adjective	/'pɜ:.pl/
Unique	adjective	/ju'ni:k/
Flat	adjective	/flæt/
Pants	noun	/pænts/
Pointed	adjective	/'pɔɪn.tɪd/
Tie	noun	/taɪ/
Pirate	noun	/'paɪ.rət/
Sweater	noun	/'swet.ər/
Thin	adjective	/θɪn/
Lips	noun	/lɪp/

VI. Resource

<http://descriptiveblog.blogspot.com/2012/04/post-test.html>

www.sekolahoke.wordpress.com accessed in September 4th

www.teachingenglish4all.wordpress.com accessed in September 4th

Bahasa Inggris .*When English Rings the Bell kelas VII; buku guru/Kementrian Pendidikan dan Kebudayaan . Jakarta .2013*

Bahasa Inggris .*When English Rings the Bell kelas VII; buku siswa /Kementrian Pendidikan dan Kebudayaan . Jakarta .2013*

VII. Method

Scientific Approach

VIII. Teaching Learning Activities

Meeting	Steps/Procedure	Learning Activities	Time
First Meeting	Pre – Activities	<p>Opening Activities</p> <ol style="list-style-type: none"> The teacher greets the students. The teacher checks the attendance. The teacher writes the topic on the board. The teacher links the previous lesson to the new one. The teacher informs the learning objectives and the scope of the lesson. 	5 minutes
	Main Activities	<p>Observe (BKOF)</p> <ul style="list-style-type: none"> Students are given a photograph about one of Indonesian famous idol Students mention some information that they get from the photograph. Teacher gives feedback on the students' answers. <p>Formulate Questions (MOT)</p> <ul style="list-style-type: none"> Teacher presents a simple descriptive text describing one of Indonesian famous idol 	70 Minutes

		<p>based on the information that the students get before.</p> <ul style="list-style-type: none"> - Teacher guides the students to find out some differences between the words used in English and Indonesian <p>Associating</p> <p>(MOT)</p> <ul style="list-style-type: none"> - Teacher helps the students to find out how to find specific information and conclusion from the text descriptive provided. - Students identify to social function, text organizations, language features, even the format in writing this descriptive with the teacher's guidance - Students take note on what they think important during the class. <p>Experimenting</p> <p>(JCOT)</p> <ul style="list-style-type: none"> - The teacher gives other photograph with a simple descriptive text. - In groups, students practice to find specific information in the text related to the given photograph - Students also try to identify the structure of descriptive texts. - Teacher and other students give feedback from the group work 	
	Post Activities	<p>Closing Activities</p> <ol style="list-style-type: none"> Teacher and students reflect today's lesson. Teacher and students 	5 Minutes

		<p>summarize materials learned.</p> <p>c. Teacher gives the homework or assignment to the students</p> <p>d. Teacher says goodbye to students.</p>	
Second Meeting	Pre Activities	<p>Opening Activities</p> <p>a. The teacher greets the students.</p> <p>b. The teacher checks the attendance.</p> <p>c. The teacher writes the topic on the board.</p> <p>d. The teacher links the previous lesson to the new one.</p> <p>e. The teacher informs the learning objectives and the scope of the lesson.</p>	2 Minutes
	Main Activities	<ul style="list-style-type: none"> - In groups, students are presented some photographs in the worksheet - They identify what kinds of information that they got from the photographs and match with adjective choice provided. - They present their group work in front of the class - Students get feedback on their works from teacher and friends. - Still in group, students are presented another photograph with uncompleted descriptive texts 	35 Minutes

		<ul style="list-style-type: none"> - They are asked to fill the blank spaces followed with the correct present tense verbs and pronoun used. - They present their group work in front of the class. - Students get feedback on their works from teacher and friends. 	
	Post Activities	Closing Activities a. Teacher and students reflect today's lesson. b. Teacher and students summarize materials learned. c. Teacher gives the homework or assignment to the students d. Teacher says goodbye to students.	3 Minutes
Third Meeting	Pre Activities	Opening Activities a. The teacher greets the students. b. The teacher checks the attendance. c. The teacher writes the topic on the board. d. The teacher links the previous lesson to the new one. e. The teacher informs the learning objectives and the scope of the lesson.	5 Minutes
	Main Activities	(ICOT) <ul style="list-style-type: none"> - Teacher asks the students to make group of four and give some photographs related some famous people in Indonesian or International - Students make a list of descriptions related to 	70 Minutes

		<p>adjective used based on the given photographs.</p> <ul style="list-style-type: none"> - Then, they start to make sentences based on the list that they make. - They arrange their sentences to be their first group draft description about one of famous people in Indonesian or International - They collect to the teacher - Teacher share the group first draft to conduct group peer editing - The groups correct their friends group. - The groups revise their draft to be their final product and collect back to the teacher - Students were asked to choose one of their favorite idol - They start to make their first draft description about their favorite idol - The teacher one by one give oral feedback and written <p>Students revise and collect their final product and post it in their Facebook group.</p>	
	Post-Activities	<p>Closing Activities</p> <ol style="list-style-type: none"> a. Teacher and students reflect today's lesson. b. Teacher and students summarize materials learned. c. Teacher gives the homework or 	5minutes

		assignment to the students d. Teacher says goodbye to students.	
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XI. Assessment

1. Spiritual Assessment

No	Indicators	Assessment Technique	Schedule	Instrument	Note
1.	Writes learning log about being grateful to God to the chance learning English	Learning Journal	After teaching process	Learning Journal	

2. Social Assessment

Attitude

No	Aspects	Assessment Technique	Schedule	Instrument	Note
1.	Confidence	Observation	Teaching process	Observation Sheet	-
2.	Respect				

Behavior

No	Aspects	Assessment Technique	Schedule	Instrument	Note
1.	Group Work	Observation	Teaching process	Observation Sheet	-

3. Knowledge Assessment

Meeting	No	Indicators	Assessment Technique	Assessment Form	Type of activity	Instruments
First Meeting	1.	Identify the information in the given descriptive text	Test	Written	<i>Question and Answer</i>	<i>Look at the following paragraph</i> <i>Read and answer the questions</i>
	2.	Identify the generic	Test	Written	<i>Question and</i>	<i>Read again the text and try to</i>

		structure			Answer	identify the structure
Second Meeting	1.	Mention the adjective in descriptive text appropriately	Test	Written	Matching	There are some photographs in your worksheet then, in groups match them with suitable adjective used choice.
	2.	Mention the pronoun used in descriptive text appropriately	Test	Written	Filling gap	Still in group, look at the following uncompleted paragraph. Change the verb into present tense and use correct pronoun
	3.	Mention the present tense used in descriptive texts appropriately	Test	Written	Filling gap	

4. Skill Assessment

Meetings	No	Indicators	Assessment Technique	Assessment Form	Type of activity	Instruments
Third Meeting	1.	In groups, write description text based on given photograph with the correct punctuation	Performance test	Written	Making descriptive texts	Make group of four, your teacher will give you one by one photographs from social media or others sources that represent

		n, attitude words, and text structure				<p><i>some popular people, and then try to make lists of adjective what he/she looks like related to physical appearance</i></p> <p><i>Using the lists, try to make the sentences, Write your own group descriptive texts using those sentences.</i></p> <p><i>Collect to the teacher and let's do group editing</i></p> <p><i>Give back to your friends' group</i></p> <p><i>Revise and collect to the teacher.</i></p> <p><i>Choose one of your favorite idol</i></p> <p><i>Try to describe him or her related to his/her physicalappe</i></p>
	2.	Using adjective				
	3.	Using pronoun				
	4.	Using present tense verbs forms				

						<i>arance</i>
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Magelang, Mei 2014

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Appendices

Assessment Rubrics

1. Spiritual

No	Indicators	Skor
1.	Uses 8 positive words and two of them are “God” and “Thank”	5
2.	Uses 6 positive words and two of them “God” dan “Thank”	4
3.	Uses 4 positive words and two of them are “God” and “Thank”	3
4.	Uses 4 positive words without “God” and “Thank”	2
5.	Uses less than 4 positive words without “God” and “Thank”	1

2. Social

2. Penilaian dari Segi Sikap (*attitude*)

a. Rasa hormat (*respect*)

- 5 = Tidak pernah menunjukkan sikap tidak hormat
- 4 = Pernah menunjukkan sikap tidak hormat
- 3 = Beberapa kali menunjukkan sikap tidak hormat
- 2 = Sering menunjukkan sikap tidak hormat
- 1 = Sangat sering menunjukkan sikap tidak hormat

b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (*care*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli
- 4 = Pernah menunjukkan sikap tidak peduli
- 3 = Beberapa kali menunjukkan sikap tidak peduli
- 2 = Sering menunjukkan sikap tidak peduli
- 1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (*brave*)

- 5 = Tidak pernah menunjukkan sikap tidak berani
- 4 = Pernah menunjukkan sikap tidak berani
- 3 = Beberapa kali menunjukkan sikap tidak berani
- 2 = Sering menunjukkan sikap tidak berani
- 1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (*confidence*)

- 5 = Tidak pernah menunjukkan sikap tidak percaya diri
- 4 = Pernah menunjukkan sikap tidak percaya diri
- 3 = Beberapa kali menunjukkan sikap tidak percaya diri
- 2 = Sering menunjukkan sikap tidak percaya diri
- 1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkomunikasi baik (*communicative*)

- 5 = Tidak pernah menunjukkan sikap tidak komunikatif
- 4 = Pernah menunjukkan sikap tidak komunikatif
- 3 = Beberapa kali menunjukkan sikap tidak komunikatif
- 4 = Sering menunjukkan sikap tidak komunikatif
- 5 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (*social awareness*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli sosial
- 4 = Pernah menunjukkan sikap tidak peduli sosial
- 3 = Beberapa kali menunjukkan sikap tidak peduli sosial
- 2 = Sering menunjukkan sikap tidak peduli sosial
- 1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. Ingin tahu (*curiosity*)

- 5 = Tidak pernah menunjukkan sikap tidak ingin tahu
- 4 = Pernah menunjukkan sikap tidak ingin tahu
- 3 = Beberapa kali menunjukkan sikap tidak ingin tahu
- 2 = Sering menunjukkan sikap tidak ingin tahu
- 1 = Sangat sering menunjukkan sikap tidak ingin tahu

3. Penilaian dari segi tingkah laku (*action*)

a. Kerja sama (*team work*)

- 5 = selalu bekerja sama
- 4 = sering bekerja sama
- 3 = Beberapa kali melakukan kerja sama
- 2 = pernah bekerja sama
- 1 = tidak pernah bekerja sama

b. Melakukan tindak komunikasi yang tepat (*communicative action*)

- 5 = Selalu melakukan kegiatan komunikasi yang tepat
- 4 = Sering melakukan kegiatan komunikasi yang tepat
- 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat
- 2 = Pernah melakukan kegiatan komunikasi yang tepat
- 1 = Tidak pernah melakukan kegiatan komunikasi yang tepat

3. Knowledge

No	Answer	Score		SkorMaksimal
1.	Students can answer the seven following questions	Every Completed correct answer /dispensasi	3	3 x7 =21
		Every Not Completed correct answer	2	
		Every Incorrect answer and sentences/absent	1	
2.	Students can identify the generic structure of given text correctly	2 correct parts of description /dispensasi		2
		Every Incorrect sentences/absent		1
3.	Students can match the photograph and the correct adjective used choice	Every correct match= 1		1x 16= 16
		Absent		0,5
4.	Students can fill the blank boxes with correct present tense forms and pronoun used choice	Every correct match : 1		1x15 =15
		Absent		0.5
Score Total				54

4. Skill

No	Aspects	Criteria	Level 3 Completion Aspects	4 Exceptional	3 Competent	2 Developing	1 needs improvement	Points
1.	The Cohesion of Sentences	100 % integrated sentences	Writing	Can write 8-10 sentences of different kinds, complex				5
		80 % integrated sentences			Can write 8-10 sentences of different kinds simple			4
		60 % integrated sentences						3
		40 % integrated sentences				Can write 5-7 sentences		2
		20 % integrated sentences					Can write 1-4 Sentences	1
2.	Word Choice	100 % correct word choice	Vocabulary	Uses simple and common words well. Tries to use difficult word				5
		80 % correct word choice			Uses many simple and common words and makes only few mistakes			4
		60 % correct word choice						3
		40% correct word choice				Uses some simple and common words and makes some mistakes		2
		20% correct word choice					Uses only a few simple and common words often with	1

						mistakes	
3.	Vocabularies Writing	100 % correct vocabularies writing			Uses simple and common words well. Tries to use difficult word		5
		80 % correct vocabularies writing				Uses many simple and common words and makes only few mistakes	4
		60 % correct vocabularies writing					3
		40 % correct vocabularies writing				Uses some simple and common words and makes some mistakes	2
		20 % correct vocabularies writing				Uses only a few simple and common words often with mistakes	1
4.	The Coherence of Content	100 % appropriate content	Ideas		Sentences are all connected to the topic		5
		80 % appropriate content				Ideas usually connect to the topic	4
		60 % appropriate content					3
		40 % appropriate content				Ideas only sometimes connect to the topic	2
		20 % appropriate content				Ideas do not connect to the topic	1
5.	Grammar Accuracy	100 % appropriate grammar accuracy	Grammar	Punctuation, Capitalization, and spelling	Makes almost no mistake in		5

					grammar and punctuation , capitalization, and spelling			
		80 % appropriate grammar accuracy				Makes a few mistakes in grammar and punctuation , capitalization, and spelling		4
		60% appropriate grammar accuracy						3
		40% appropriate grammar accuracy				Makes some mistakes in grammar and punctuation , capitalization, and spelling		2
		20% appropriate grammar accuracy				Makes many mistakes in grammar and punctuation , capitalization, and spelling		1

Spiritual, Social, Knowledge, and Skill Guiding Assessment

NA = Achievement Point X 4
Maximal Point

Spiritual, Social, Knowledge, and Skill Competencies Conversion

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.66	
B	3	3	B
B-	2.66	2.66	
C+	2.33	2.33	
C	2	2	C
C-	1.66	1.66	
D+	1.33	1.33	
D-	1	1	K

Worksheet

Task 1 Look at the following photograph. Do you know him?

Photograph 1





This is Sule. His full name is Entis Sutisna. He is a famous comedian in Indonesia.

Sule is very unique. His hair is long with brown and yellow color. He has oval complexion, flat nose and slanting eyes. His skin is dark. Today, he wears dark blue with line design and tie also the white sweater. Then, he wears grey jeans.

Answer the following Questions

1. What does the text describe?
2. What is his job?
3. What is his hair like?
4. Does he have pointed nose?
5. What is his skin like?
6. What does he wear?

Task .2 Look at the following photograph. Then, read the descriptive text provided.

Photograph. 2



Her full name is Ayu Rosmalina. She is very popular among Indonesian people as Indonesian Dangdut singer "Ayu Ting ting" .

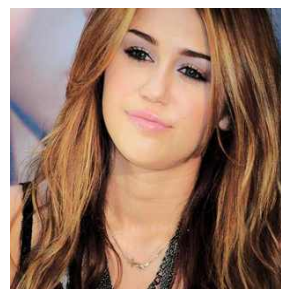
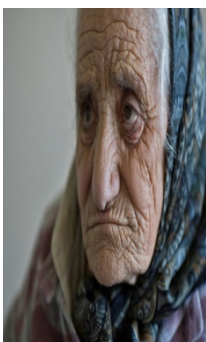
In the photo, she wears white T-shirt and purple jacket. Then, she wears brown bracelet. She also wears short pants jeans with brown belt. Ayu is very beautiful. She has brown short hair. Her complexion is oval. She has thin lips. Her nose is pointed.

Question

1. What does the text describe about?
2. What is her job?
3. What does she wear?
4. What is her lip look like?
5. What is her hair look like?
6. Does she have pointed nose?
7. What is her complexion look like?

Task .3 Read again the text. Try to identify the structure.

TASK 4. *In groups match them with suitable adjective used choice.*



Choices	
Blue eyes	Muscular body
Pointed nose	Wrinkle
Blonde	Slanting eyes
Wrinkle	Curly hair
Brown eyes	Short hair
Round	Flat nose
Square	Oval
Long hair	Wavy hair

Task. 5 *Still in group look at the following uncompleted paragraph. Change the verb into present tense and use correct pronoun.*

Exercise A

I have a friend. (His/he) name is John. He (is/am/are) very tall. He (exercise/exercises) a lot and (is/am/are) strong. He (have/has) blue eyes and brown hair. (His/Her) ears (is/am/are) big and he also (have/has) big nose. Today, he (wear, wears) a blue shirt and jeans.

Exercise B

(She/Her) name is Mey. (He/She) is a first year student. She (come/comes) from China. She (is/am/are) not tall. She also (has/have) long hair and pony tail. Like most chinese (her/his) eyes are brown.

Task 6

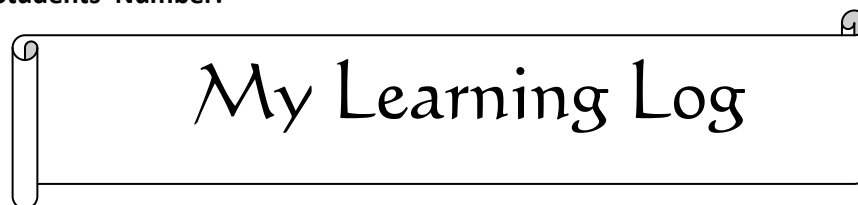
1. *Make group of four, your teacher will give you one by one photographs from social media or others sources that represent some popular people, and then try to make lists of adjective what he/she looks like related to his /her physical appearance*
2. *Using the lists, try to make the sentences, Write your own group descriptive texts using those sentences.*
3. *Collect to the teacher and let's do group editing*
4. *Give back to your friends' group*
5. *Revise and collect to the teacher.*

\

Task 7

1. *Choose one of your favorite idol*
2. *Try to describe him or her related to his/her physical appearance*

Name/Students' Number:



My Learning Log

Use the words to complete the sentences. Your teacher will help you

Good **Thank** **Sad** A lot
study **Happy** **speak**
Bored **Worried** **Write**
 Having a chance to learn English makes me
 **Afraid** **read** **Practice** **Hard**

No	Aspects	Criteria	Level 3 Completion Aspects	4 Exceptional	3 Competent	2 Developing	1 needs improvement	Points
1.	The Cohesion of Sentences	100 % integrated sentences	Writing	Can write 8-10 sentences of different kinds (complex)				5
		80 % integrated sentences			Can write 8-10 sentences of different kinds			4
		60 % integrated sentences						3
		40 % integrated sentences				Can write 5-7 sentences		2
		20 % integrated sentences					Can write 1-4 Sentences	1
2.	Word Choice	100 % correct word choice	Vocabulary	Uses simple and common words well. Tries to use difficult word				5
		80 % correct word choice			Uses many simple and common words and makes only few mistakes			4
		60 % correct word choice						3
		40% correct word choice				Uses some simple and		2

					common words and makes some mistakes		
		20% correct word choice				Uses only a few simple and common words often with mistakes	1
3.	Vocabularies Writing	100 % correct vocabularies writing		Uses simple and common words well. Tries to use difficult word			5
		80 % correct vocabularies writing			Uses many simple and common words and makes only few mistakes		4
		60 % correct vocabularies writing					3
		40 % correct vocabularies writing			Uses some simple and common words and makes some mistakes		2
		20 % correct vocabularies writing				Uses only a few simple and common words often with	1

					mistakes	
4.	The Coherence of Content	100 % appropriate content	Ideas	Sentences are all connected to the topic		5
		80 % appropriate content		Ideas usually connect to the topic		4
		60 % appropriate content				3
		40 % appropriate content			Ideas only sometimes connect to the topic	2
		20 % appropriate content			Ideas do not connect to the topic	1
5.	Grammar Accuracy	100 % appropriate grammar accuracy	Grammar	Punctuation, Capitalization, and spelling	Makes almost no mistake in grammar and punctuation, capitalization, and spelling	5
		80 % appropriate grammar accuracy			Makes a few mistakes in grammar and punctuation, capitalization, and spelling	4
		60 % appropriate grammar accuracy				3
		40 % appropriate grammar accuracy			Makes some mistakes in grammar	2

						and punctuati on , capitaliza tion, and spelling		
		20% appropriate grammar accuracy					Makes many mistakes in grammar and punctuati on , capitaliza tion, and spelling	1

(Adapted from Lindsay's rubric and 2013 Curriculum)

Sentences	<p>Simple sentences with subject and verbs</p> <p>Negative sentences</p> <p>Yes/No Question</p> <p>Information Question (Wh- Question)</p>
Verbs	<p>Be Verbs</p> <p>Present continuous Tense</p> <p>Simple Present Tense</p>
Other	<p>Pronouns</p> <p>Demonstrative (This/ That/These/Those)</p> <p>Count and Uncountable nouns</p> <p>Articles (a/an and the)</p> <p>Possessive Pronoun (e.g my, his, her, their, the boy's , Bob's)</p>

	<p>Basic Adjective</p> <p>Adverbs of frequency (e.g. always, never, sometimes, often, etc)</p> <p>There is, there are</p>
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Students' Questionnaire

Before The Implementations

Give tick to the items based on your situations ! (berikan tanda centang sesuai keadaan pada diri kalian)

Nama/No:

No	Items (Item)	Choice (Pilihan)	
		Yes(Ya)	No (Tidak)
1.	Saya merasa kegiatan menulis bahasa inggris suatu hal yang sulit dan membosankan.		
2.	Saya mengalami kesulitan saat memunculkan ide menulis secara spontan atau tiba-tiba .		
3.	Saya mengalami kesulitan dalam mengatur dan mengembangkan ide yang saya dapat menjadi sebuah text.		
4.	Saya merasa kebingungan saat menentukan kosa kata bahasa inggris yang akan digunakan saat menulis .		
5.	Saya mengecek kamus dan internet untuk mencari kosa kata kosa kata bahasa inggris yang akan digunakan saat menulis .		
6.	Saya suka bekerja sama berdiskusi di kelas bahasa Inggris		
7.	Saya merasa kesulitan bekerja sendiri di kelas bahasa inggris		

8.	<p>Saya melakukan beberapa kegiatan di social media :</p> <p>a. <i>Mengupdate</i> status memakai bahasa inggris</p> <p>b. <i>Memposting</i> foto teman, tempat yang telah dikunjungi, dan benda kesukaan saya</p> <p>c. Membuat <i>note</i> memakai bahasa inggris</p>		
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Students' Questionnaire

After The Implementations

Choose the answer below based on your result got during the writing class! (Pilihlah jawaban berikut berdasarkan hasil yang kamu dapatkan selama kelas menulis berlangsung !)

Nama/No :

1. Apakah kegiatan pembelajaran yang telah dilakukan selama kelas writing ini berlangsung menyenangkan?
 - a. Ya
 - b. Tidak
2. Apakah materi foto yang digunakan menarik ?
 - a. Ya
 - b. Tidak
3. Apakah materi foto yang digunakan membantu kalian dalam memunculkan ide untuk mulai menulis ?
 - a. Ya
 - b. Tidak
4. Apakah materi foto yang digunakan membantu kalian juga untuk fokus mendeksripsikan?
 - a. Ya
 - b. Tidak
5. Apakah menggunakan foto sebagai bahan topik menulis menyenangkan ?
 - a. Ya
 - b. Tidak

6. Apakah kamu akan memilih untuk menggunakan foto pada tugas menulis kedepannya ?
- a. Ya
 - b. Tidak

Analysis of Questionnaire

Instrument Penelitian “*The Use of Photographs to Enhance Students’ Writing Performance of the Seventh Grade Students at SMP N 4 Magelang in the Academic Year of 2013/2014*”

Before Implementation

1. Saya merasa kegiatan menulis bahasa inggris suatu hal yang sulit dan membosankan.

Ya	Tidak
100 %	0%

2. Saya mengalami kesulitan saat memunculkan ide menulis secara spontan atau tiba-tiba

Ya	Tidak
68 %	32 %

3. Saya mengalami kesulitan dalam mengatur dan mengembangkan ide yang saya dapat menjadi sebuah text.

Ya	Tidak
68 %	32 %

4. Saya merasa kebingungan saat menentukan kosa kata bahasa inggris yang akan digunakan saat menulis .

Ya	Tidak
96 %	4%

5. Saya mengecek kamus untuk mencari kosa kata kosa kata bahasa inggris yang akan digunakan saat menulis .

Ya	Tidak
100 %	0%

6. Saya suka bekerja sama berdiskusi di kelas bahasa Inggris

Ya	Tidak
100 %	0%

7. Saya merasa kesulitan bekerja sendiri di kelas bahasa inggris

Ya	Tidak
64 %	36%

8. Saya melakukan beberapa kegiatan di social

Mengupdate status memakai bahasa inggris	Memposting foto teman, tempat yang telah dikunjungi, dan benda kesukaan saya	Membuat <i>note</i> memakai bahasa inggris
47 %	45 %	8%

After The Implementation

1. Apakah kegiatan pembelajaran yang telah dilakukan selama kelas writing ini berlangsung menyenangkan?

Ya	Tidak
100 %	0%

2. Apakah materi foto yang digunakan menarik ?

Ya	Tidak
89 %	11%

3. Apakah materi foto yang digunakan membantu kalian dalam memunculkan ide untuk mulai menulis ?

Ya	Tidak
100 %	0%

4. Apakah materi foto yang digunakan membantu kalian juga untuk fokus mendeksripsikan?

Ya	Tidak
100 %	0%

5. Apakah menggunakan foto sebagai bahan topik menulis menyenangkan ?

Ya	Tidak
93 %	7%

6. Apakah kamu akan memilih untuk menggunakan foto pada tugas menulis kedepannya ?

Ya	Tidak
68 %	32%

STUDENTS' WORK

Student 11: Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend his/her name is... ~~Kunada~~ Ricky Fernando

His height is short. His body is slim. His has oval complexion.
His has slanted eyes. His has flat nose. His mouth is thin.
His hair is short.
His bring jacket and watch.

1	= 3	1	= 3
2	= 3	2	= 2
3	= 3	3	= 3
4	= 4	4	= 4
5	= 2	5	= 2

Student 11: Cycle 1 Work

1) His hair is black
His hair is straight
His hair is short } ~~His hair~~ He has short straight black hair

2) His complexion is oval

3) His nose is flat

4) His eyes are slanted

5) His skin is bright

6) He is handsome

7) He is baby

8) He wears long shirt
He wears white shirt } He wears long white shirt

9) He wears long trousers
He wears white trousers } He wears long white trousers.

10) He wears gloves

11) He is small



He is Arjuna - Identification

He wears long white shirt and long white trousers.

He has a oval complexion.

He has short straight black hair.

His eyes are slanted.

His nose is flat.

He is small.

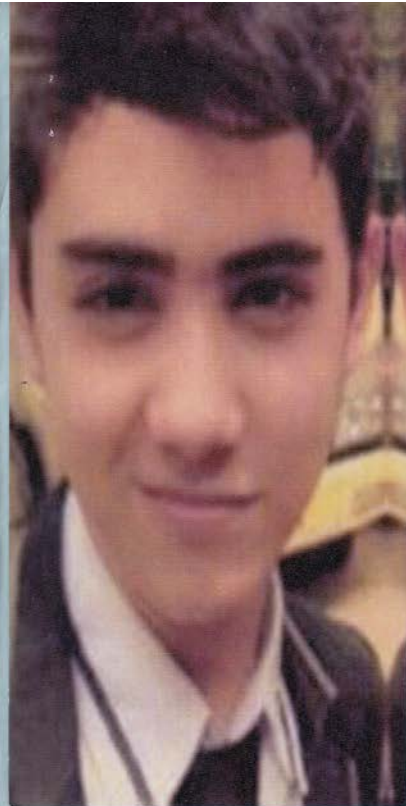
He is baby.

He is handsome

He ~~to~~ wears gloves.

He is Arjuna. He wears long white shirt, long white trousers and gloves. He has oval complexion. He has short straight black hair. His eyes are slanted. His nose is flat. His body is small. He is baby. He is handsome.

Student 11 : Cycle II Work



Nama: Kurnala Widya Ningrum

No: 11

Class: 7F

Identification: His name is Muhammad Ali Syarif. He is my favorite idol. His popular name is Aliando. His job is actor. He is multitalent, because he can play some music instrument. His fans is ~~many~~ Alicitious.

Description: He has straight short black hair. His eyebrow are thick. His eyedashes are curved. His nose is pointed ~~nose~~. He has bright skin. He is tall and medium body. And his eyes are black.

1: 5

2: 5

3: 5

4: 5

5: 4

Student 11 : Post Test

Jeans	—
Shorts	—
Shoes	Black
Trainers	—
Boots	—
Sandals	—

Write about what your teacher look like based on your observation.
You can start your description with


This is my teacher.
 His/her name is Mrs. Arlina Chandra Dewi.

Write your description below

Her height is medium. Her body is slim. She has oval complexion. Her eyes are black. She has pointed nose. Her lips is thin. ~~and~~ Her skin is bright.

She wears a purple shirt and long purple trousers. She wears ~~purple~~ purple polkadot veil. Her shoes are black. She wears bracelet. She looks beautiful and charming.


1. 4 1 = 5
 2. 5 2 = 4
 3. 5 3 = 5
 4. 5 4 = 5
 5. 5 5 = 4



Student 13 : Pre Test

Name : M. Rafiando		No. : 13	No. _____
			Date: _____
<input type="checkbox"/>	Name : Ricky F		
<input type="checkbox"/>	Height : average average		
<input type="checkbox"/>	Body : Slim		
<input type="checkbox"/>	Complexion : Oval		
<input type="checkbox"/>	eyes : Brown		
<input type="checkbox"/>	Hair : Straight		
<input type="checkbox"/>			
<input type="checkbox"/>	Shoes : Black		
<input type="checkbox"/>	Bag : Black		
<input type="checkbox"/>	Watch : Black		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	His Name is ricky f		
<input type="checkbox"/>	His He is average		
<input type="checkbox"/>	His Body slim		
<input type="checkbox"/>	His Complexion oval		
<input type="checkbox"/>	His eyes Brown		
<input type="checkbox"/>	His Hair Straight		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	1. 2. 1 = 2		
<input type="checkbox"/>	2. 2. 2 = 2		
<input type="checkbox"/>	3. 2. 3 = 2		
<input type="checkbox"/>	4. 3. 4 = 3		
<input type="checkbox"/>	5. 2. 5 = 2		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

To be a winner, all you need is to give all you have



Student 13 : Cycle 1 Work

Name: M.Terindi

Black hair

Bright skin

Black eyes

Nose Flat


Wear Shoes black

Wear a Uniform

tall boy

curly hair

oval Complexion



He is M.Terindi. ^{His} hair is black. ^{His} skin is bright. ^{His} eyes are black.

He has bright skin. He wears black shoes. He wears a uniform. He has curly hair. His complexion is oval.

1 = 4

2 = 5

3 = 4

4 = 5

5 = 4

Student 13 : Cycle II Work

He is Cristiano Ronaldo. He wears black coat and red tie. He has short hair.
He has pointed nose. His eyes are black. His skin is bright. He has square
complexion. His job is football player's.

1 = 5
2 = 5
3 = 4
4 = 5
5 = 5



Student 13 : Post Test

Jeans	-
Shorts	-
Shoes	Black
Trainers	-
Boots	-
Sandals	-

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is Arlina Candra Dewi

Write your description below

She is Arlina Candra Dewi. She has oval ~~complexion~~ complexion. She has pointed nose. Her skin is bright. She has blackeyes, Her body is slim. She has thin lips. She wears black shoes. She wears floral veil. She wears purple shirt

- | | |
|------|-------|
| 1. 4 | 1 = 4 |
| 2. 4 | 2 = 4 |
| 3. 4 | 3 = 4 |
| 4. 5 | 4 = 5 |
| 5. 5 | 5 = 5 |

Student 12 : Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend his/her name is Sultan he is

his body is tall

he has oval complexion

he has slanted eyes and pointed nose

his mouth is thin

1 = 1

2 = 3

3 = 5

4 = 5

5 = 1

1 =

2 =

3 =

4 =

5 =

1

3

5

5

1

Student 12 : Cycle 1 Work

NAME: Roni


Black shirt
Black hair
Bring comb
Dark skin
black eyes
Square complexion
wears ~~dark~~ watch
Pointed nose
Short hair

~~He has~~ black hair
~~He wears~~ black shirt
~~He brings~~ comb
~~He has~~ black eyes
~~He has~~ square complexion

He ~~has~~ black hair
He ~~wears~~ black shirt
He ~~brings~~ comb
He ~~has~~ black eyes
He has square complexion
He wears watch
He has pointed nose
He has short hair
He has dark skin

He is Roni. His hair is short and black
His eyes are black. His complexion is square
He has pointed nose. His skin is dark
He ^{brings} comb and wears watch
He wears black shirt

1 = 4
2 = 4
3 = 3
4 = 5
5 = 4



He has a watch

His dark is flat

Student 12 : Cycle 2 Work

Name : Duayne Johnson

~~Identification~~ Identification

He is Duayne Johnson. ~~He is~~ he is Wrestle

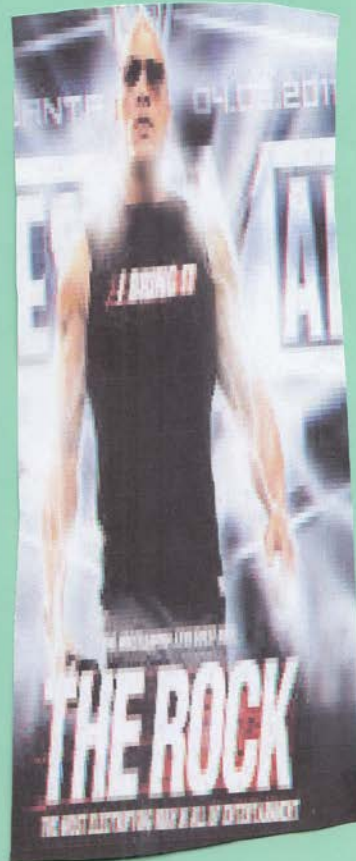
Description

His eyes are black. (G)

He has pointed nose. (1)

He has muscular body. (1)

He has bold head. (1)



1 : 4

2 : 5

3 : 4

4 : 5

5 : 4

Student 12: Post Test

2-1-4

Jeans
Shorts
Shoes
Trainers
Boots
Sandals

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is Arlina

Write your description below

She has oval complexion. She has pointed nose. Her skin is bright. She has black eyes. Her body is slim. She has thin lips. She wears black shoes. She wears brown floral veil, She wears dark Purple trousers

1. 4	1 = 4
2. 4	2 = 4
3. 5	3 = 5
4. 5	4 = 5
5. 5	5 = 5

Student 5 : Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend ~~his~~ her name is...Tuniar. She is short height. ~~Her~~ body is slim. She is ovale complexion. She has black eyes. her nose is flat. She has hair long, black, and curly. She ~~wears~~ dress white and skirt blue. Her shoes is black. She brings bag. this colour is black and blue.

1 = 5

2 = 2

3 = 3

4 = 4

5 = 3

1 =

2 =

3 =

4 =

5 =

5

2

3

4

3

Student 5 : Cycle 1 Work

- ① His hair is short and black
- ② He wears white watch
- ③ His nose is pointed
- ④ He is Happy
- ⑤ His skin is dark
- ⑥ He wears ^{long} trousers and black
- ⑦ He wears belt
- ⑧ He wears white T-shirt and brown Jacket
- ⑨ He brings small bag

He is my Brother. His name is Ryan. His hair is short and Black. He wears white watch. His nose is pointed. He is Happy. His skin is dark. He wears trousers ~~and~~ long and black. He wears belt. He wears white T-shirt and brown Jacket. He brings small bag.

trouser

1: 5
2: 4
3: 4
4: 5
5: 4

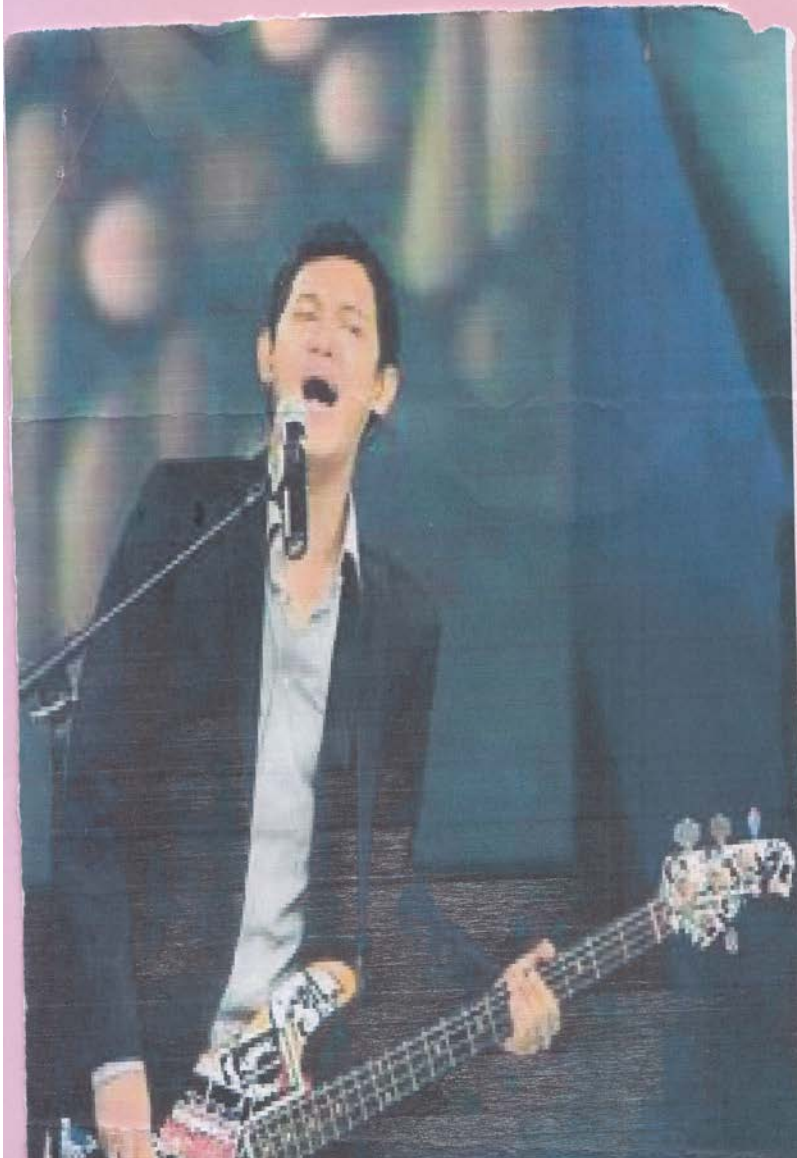


Student 5 : Cycle 2 Work

Identification :

~~Her~~ name is Bondan Prakoso Bondan Prakoso

~~This~~ ~~hair~~ ~~He~~ is a Bondan Prakoso. He is my favorit idol. He is a singer in Indonesian. His hair is short and black. ~~His~~ eyes is black. ~~His~~ nose is pointed. He looks ~~happy~~ happy. His ~~was~~ complexion is oval. ~~He wears~~ ~~shirt~~ ~~white~~ ~~shirt~~ and ~~black~~ e



Student 5 : Post Test

Jeans	-
Shorts	-
Shoes	Black
Trainers	-
Boots	-
Sandals	-

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is Atlina Candra Dewi

Write your description below

She is ~~60cm~~ tall. She so Beautiful. Her body is slim. Her complexion is oval. She has black eyes. Her nose is pointed. Her lips is thin. She is White / Bright skin. She wears a Purple shirt. She wears veil motif batik. She wears purple trousers. She wears Black shoes.

- | | |
|------|-------|
| 1. 4 | 1 : 4 |
| 2. 5 | 2 : 4 |
| 3. 5 | 3 : 5 |
| 4. 5 | 4 : 5 |
| 5. 4 | 5 : 3 |

Student 23 : Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend ~~his~~ her name is... Tasta Nika domatonti. Her nick name is Tasta. ~~Her height~~ ^{She is} tall. Her body is slim. Her complexion is oval. ~~Her~~ She has black eyes. She has pointed nose. Her nose mouth thin. And ~~he~~ ^{she} has short hair. She wears shirt. She wears a shirt. She wears a skirt. She wears a scarf. She wears a shoe. She wears bag, watch, and shoe.

$$1 = 5$$

$$2 = 4$$

$$3 = 3$$

$$4 = 4$$

$$5 = 4$$

$$1 = 5$$

$$2 = 4$$

$$3 = 3$$

$$4 = 4$$

$$5 = 4$$

Student 23 : Cycle 1 Work

Name , Ristiana Juniwati

- ① orange veil
- ② long dress
- ③ Ring
- ④ Happy
- ⑤ Glasses
- ⑥ Brown bag
- ⑦ Flat
- ⑧ Square
- ⑨ Bright skin
- ⑩ Black eyes
- ⑪ Beautiful



Sentences .

- ① She wears orange veil
- ② She wears long dress
- ③ She wears ring
- ④ She looks happy and beautiful
- ⑤ She wears glasses
- ⑥ She brings a brown bag
- ⑦ Her nose is flat
- ⑧ Her complexion is square
- ⑨ Her skin is bright
- ⑩ She has black eyes

Description

She is Ristiana Juniwati. She looks beautiful. She wears orange veil. Her eyes are black. Her complexion is square. Her nose is flat. She wears a glasses and long dress. She wears ring and brown bag. Her skin is bright. She is happy.

1 : 5
2 : 5
3 : 5
4 : 5
5 : 4

Student 23 : Cycle 2 Work



RALINE RAHMAT SHAH

RALINE RAHMAT SHAH

Identification :

She is Raline rahmat shah. Her popular name is Raline Shah. She is famous actress in Indonesia. She is young.

Description :

Her hair is long and black. Her complexion is round. Her eyes are black and her nose is pointed. She has slim body and bright skin. She looks happy and beautiful.

1 : 5
2 : 5
3 : 5
4 : 5
5 : 5

Student 23 : Post Test

Jeans	-
Shorts	-
Shoes	Black
Trainers	-
Boots	-
Sandals	-

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is Mrs. Arlina Chandra Desai

Write your description below

She is tall. Her body is slim. Her complexion is oval. Her eyes are black. Her nose are pointed. Her lips is thin. Her skin is bright. She wears a purple shirt and polkadot scarf. She wears dark purple trousers and black. She wears bracelet.

1. 4	1 = 4
2. 5	2 = 5
3. 5	3 = 5
4. 5	4 = 5
5. 4	5 = 4

Student 15 : Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend ~~his~~ her name is. Nurwahyuning. She has oval complexion, long hair and flat nose. She has tall 156 cm the body is slim. She has shirt is white, skirt is blue, scarf is white and short is black. She has shoes blue and bag is green.

$$1 = 2$$

$$2 = 4$$

$$3 = 3$$

$$4 = 4$$

$$5 = 2$$

$$1 = 2$$

$$2 = 4$$

$$3 = 3$$


$$4 = 3$$

$$5 = 2$$


Student 15 : Cycle 1 Work

Name = Permata Al Azza

1. White veil
2. Hat
3. Long Trousers
4. ~~Costume~~ Drumband Costume
5. Black shoes
6. Dark skin
7. Flat nose
8. Oval complexion
9. Black eyes
10. Happy
11. Sweet
12. Medium tall body



1. She wears white Veil
2. She wears a hat
3. She wears long trousers
4. she wears drumband costume
5. She wears black shoes
6. She has dark skin
7. Her nose is flat
8. Her complexion is oval
9. Her eyes are black
10. She is happy
11. She is sweet
12. She has medium tall body



Identification: This is Permata Al Azza in the photo

Description : She wears a white veil and long trousers. She wears a hat and drumband costume. She wears black shoes. Then, she has dark skin. Her ~~nose~~ complexion is oval. Besides, her eyes are black and her nose is flat. She has medium tall body. She is happy and sweet.

1 : 5

2 : 5

3 : 5

4 : 5

5 : 5

Student 15 : Cycle 2 Work



Identification:

This is Muhammad Ahsan in the photo.

Description :

He has short straight black hair. He has a round complexion. His eyes are black and his nose is pointed. He has bright skin. He looks happy.

Identification:

This is Muhammad Ahsan in the photo. He is badminton athlete in Indonesia.

Description :

He has short straight black hair. He has a round complexion. His eyes are black and his nose is pointed. He has bright skin. He looks happy.

1: 5

2: 5

3: 5

4: 5

5: 5

Student 15 : Post Test

Jeans

Shorts

Shoes

Black

Trainers

Boots

Sandals

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

Her name is .. Arlina Chandra Dewi

Write your description below :

This is Arlina Chandra Dewi in the photo. She is ~~Teacher~~ Teacher in JHS 4 Magelang.

Descriptive :

She has bright skin. She has pointed nose. ~~She has~~ Her body is slim. She has thin lips. Her eyes are big. Her complexion is oval. She has medium tall body. She wears pink veil. She wears brown trousers. She wears black shoes.

1. 4	1 = 4
2. 5	2 = 5
3. 5	3 = 5
4. 5	4 = 5
5. 5	5 = 4

Student 3 : Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend his ~~her~~ name is...Naufal Rizky kurniawan. He ~~has~~ is tall.
His body is slim. He has ~~complexion~~ oval complexion. He has ~~round~~ eyes.
~~He~~ He has pointed nose, ~~his~~ His mouth is thin. He has short hair.
~~He wears~~ He wears white shirt. He wears ~~dark~~ dark trousers dark blue.
He wears black shoes. He brings black bag

$$1 = 5$$

$$2 = 4$$

$$3 = 4$$

$$4 = 5$$

$$5 = 3$$

$$1 = 5$$

$$2 = 3$$

$$3 = 4$$

$$4 = 5$$

$$5 = 3$$

Student 3 : Cycle 1 Work

NAME: Ahmad Jauhar Nehru

1. ~~Black~~ Jacket
2. Jeans
3. ~~Black~~ straight and black hair
4. Oval complexion
5. black eyes
6. pointed nose
7. white skin
8. Smile

1. He wears jacket

2. He wears jeans

3. His hair is straight and black

4. His complexion is oval

5. He has black eyes

6. He has pointed nose

7. He has white skin

8. He is smile

IDENTIFICATION:

This is Ahmad Jauhar Nehru

Description:

He wears ~~black~~ jacket, and jeans. His hair is straight and black. His complexion is oval. He has black eyes. He has pointed nose. He has white skin. He ~~is~~ smile. smile

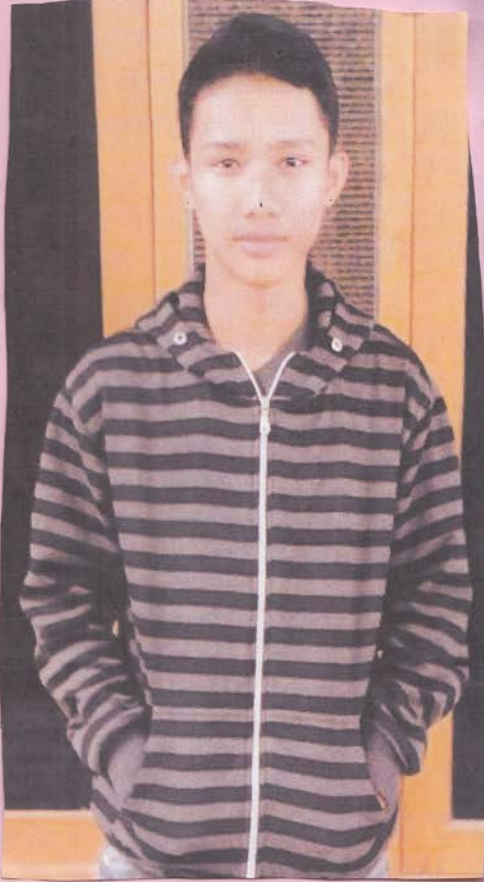
1 = 4

2 = 4

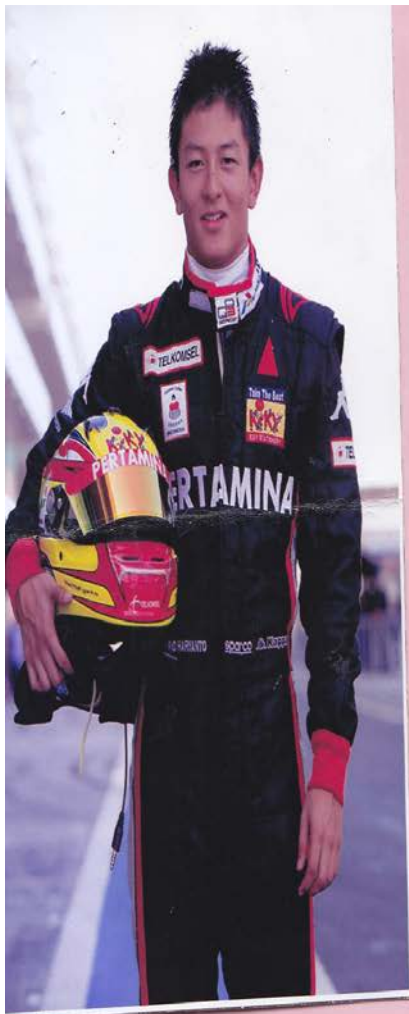
3 = 4

4 = 5

5 = 4



Student 3 : Cycle 2 Work

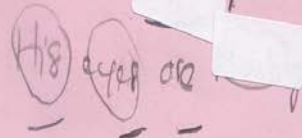


Identification = This is Rio Haryanto.

1. ~~Short~~ black hair
2. ~~Slanting~~ eyes
3. ~~Pointed~~ nose

Description:

He is Indonesian racer,
He has Oval complexion. He has short
black hair. He has slanting eyes. He has
Pointed nose. He has thin lips. He has
bright skin. ~~He~~ Smiles



1 : 4

2 : 5

3 : 5

4 : 5

5 : 4

Student 3 : Post Test

Jeans

Shorts

Shoes Black

Trainers

Boots

Sandals

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is ..Ms. Arlina Chandra Dewi

Write your description below

Her height is medium. She has slim body. Her complexion is oval. She has big eyes. She has pointed nose. Her lips is thin. Her skin is bright. She wears pink veil, ^{pink} shirt, dark purple trousers, and black shoes.

1. 4. 1 = 4
2. 5 2 = 5
3. 5 3 = 5
4. 5 4 = 5
5. 5 5 = 4

Student 25 : Pre Test

Write about what your classmate looks like based on your observation above!

I have a friend ~~his~~ / her name is... Sofita Anggrani. She is tall. She has an slim body. Her complexion is oval. She has black eyes. Her nose is pointed. She has an thin mouth. She has a long hair. She wears a white shirt. She wears a blue skirt. She bring a black jacket. She wears a white scarf. She wears a black shoes. She bring a black bag. She wears a black ~~the~~ watch. She wears a blue tie.

$$1 = 5$$

$$2 = 4$$

$$3 = 3$$

$$4 = 4$$

$$5 = 4$$

Student 25 : Cycle 1 Work

Name : Yuli wati

- ① yellow veil
- ② orange blouse
- ③ square & complexion
- ④ pointed nose
- ⑤ black eyes
- ⑥ flower brooch
- ⑦ ~~happy~~ bright skin
- ⑧ happy

Name : Yuli wati

- ① ~~she wear a yellow veil and~~
- ② ~~she wears a orange blouse~~
- ③ ~~Her complexion is square~~
- ④ ~~Her eyes are black~~
- ⑤ ~~Her nose is pointed~~
- ⑥ ~~She is happy~~

Serences :

- ① She wears a yellow veil
- ② She wears a orange blouse
- ③ she wear a flower brooch
- ④ Her complexion is square
- ⑤ Her nose is pointed
- ⑥ Her eyes are black
- ⑦ ~~She is happy~~ Her skin is bright
- ⑧ She is happy

Description

She is Yuli wati. She wears a yellow veil and a orange blouse. She wears a flower brooch. Her complexion is square. Her nose is pointed. Her eyes are black. Her skin is bright. She is happy.

1 : 4
2 : 5
3 : 5
4 : 5
5 : 5

Student 25 : Cycle 2 Work



Melody Nurramdhani Laksani

Identification :

She is ~~is~~ Melody Nurramdhani Laksani. She is a personil from JKT 48 girls band .

Description :

She has long straight black hair. Her complexion is round. Her eyes are black. Her nose is pointed. Her skin is bright. Her lips ~~are~~ thin. She looks beautiful and happy.
~~here~~

1 : 5
2 : 5
3 : 5
4 : 5
5 : 5

Student 25 : Post Test

Jeans	-
Shorts	-
Shoes	black
Trainers	-
Boots	-
Sandals	-

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is ...Mrs. Arlina candra Dewi


Write your description below

This is my teacher . Her name is Mrs. Arlina Candra Dewi.
 Her height is tall. Her body is tall. Her complexion is oval.
 Her eyes are black. Her nose is pointed. Her lips are thin.
 Her skin is bright. She wears a purple shirt ~~and~~ a polkadots
 scarf, and a dark purple trousers. She wears a black
 shoes.

- | | |
|------|-------|
| 1. 4 | 1 = 4 |
| 2. 4 | 2 = 5 |
| 3. 5 | 3 = 5 |
| 4. 4 | 4 = 4 |
| 5. 5 | 5 = 5 |

Student Groups Writing Product Samples

Group 1

	<p>No. _____</p> <p>Date : _____</p> <p>Identification : This is Taylor Swift in the photo.</p> <p>Description : She has long wavy blonde hair. Her complexion is oval. Beside her eyes are black and her nose is not pointed. She has bright skin. She has Her body is slim. She looks happy.</p>
<input type="checkbox"/>	<p>Group 2</p> <p><input type="checkbox"/> - Mutiara (15)</p> <p><input type="checkbox"/> - Nurwahyuning (19)</p> <p><input type="checkbox"/> - Kumala (11)</p> <p><input type="checkbox"/> - Garnita (10)</p> <p><input type="checkbox"/> - Aditya (01)</p> <p><input type="checkbox"/> - Sultan (14)</p> <p><input type="checkbox"/> - Lutfi (03)</p>

Group 2

Nabilah Rizky

Curly long black hair

Black eyes

Pointed nose

Oval complexion

Smile and happy

White shirt

Short grey jeans

A pair of shoes

Group 1

Class : 7F

Members :

Agtasa Ayu P.

Amalia Nur A.

Dinda Putri P.

M. Rafiano

Naufal Risky K.

Tarisyah Puspa A.

Wildan K.

M. Nur Alfarin



- Descriptive text :

She is Nabilah Rizky. She is member of JKT 48. She has curly long black hair. She has black eyes and pointed nose. She has oval complexion. She looks smile and happy. She uses white shirt and short grey jeans. She also uses a pair of shoes. Its colour is black and white.

INTERVIEW GUIDELINE

BEFORE THE IMPLEMENTATION

For The English Teacher

1. What are the difficulties of the seventh grade students at SMP 4 Magelang got during writing class?
2. What kind of instructional media do you think suitable to solve the difficulties of the students in writing class?
3. How is your opinion about the use of photographs in enhancing the students writing performance during writing?

For the Students

1. Do you enjoy learning English?
2. Do you like writing in English?
3. Is there any difficulty in writing?
4. What are your difficulties in writing English?

INTERVIEW GUIDELINE

After the implementation (Cycle 1)

For the English teacher

1. What is your opinion about the instructional media implemented today?
2. What do you think about the activities done during the class?
3. What do you think about the interaction done between the teacher and the students during the teaching and learning process?
4. Do you think the students are motivated and confident in writing?
5. What is your suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran yang dilakukan hari ini?
2. Apakah kalian senang ketika saya menggunakan media *photographs*?
3. Menurut kalian, apa yang menjadi kekurangan saat menggunakan media *photographs* tersebut?
4. Bagaimana pendapat kalian tentang aktivitas yang dilakukan tadi menggunakan media *photographs*?
5. Apakah kalian merasa termotivasi untuk mulai menulis dalam Bahasa Inggris?
6. Apakah kalian merasa lebih yakin dan percaya diri dalam menulis menggunakan Bahasa Inggris dan mempostingnya ke halaman social media kalian ?

INTERVIEW GUIDELINE

After the implementation (Cycle 2)

For the English teacher

1. What is your opinion about the instructional media implemented today?
2. What do you think about the activities?
3. What do you think about the interaction done between the teacher and the student during the teaching and learning process?
4. Do you think the students are motivated and confident when they start to write?
5. What is your suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran yang dilakukan hari ini?
2. Apakah kalian lebih bisa memunculkan ide saat menggunakan media *photographs* ini bersama teman kalian?
3. Apakah kalian senang ketika menggunakan media *photographs* ini dalam menulis Bahasa Inggris secara bersama-sama?
4. Menurut kalian, apa yang menjadi kekurangan saat menggunakan media *photographs* tersebut?
5. Apakah kalian merasa termotivasi satu sama lain untuk mulai menulis dalam Bahasa Inggris?
6. Apakah kalian lebih termotivasi lagi untuk aktif dalam menulis bahasa inggris dengan adanya kegiatan posting atau kegiatan memajang tulisan kalian di halaman social media ?

Observation Checklist of The Teaching and Learning Process

Filled by Collaborators

No	Observation Items	Meeting													
		1		2		3		4		5		6		7	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	Learning Process														
1.	Pre Teaching	√		√		√		√		√		√		√	
	a. The teacher greets the students.	√		√		√		√		√		√		√	
	b. The teacher responds to the students' greeting.	√		√		√		√		√		√		√	
	c. The teacher asks the students' condition.	√		√		√		√		√		√		√	
	d. The teacher checks the students' Attendance.	√		√		√		√		√		√		√	
	e. The teacher leads prayer.	√		√		√		√		√		√		√	
	f. The teacher reviews about the last materials.	√		√		√		√		√		√		√	
	g. The teacher asks whether the students have any questions about the last materials before.		√	√		√			√		√	√			√

	h. The teacher explains the goal of teaching.	√			√		√		√	√		√			√
	i. The teacher gives apperception to the students.	√			√		√		√	√			√	√	
2.	While Teaching													√	
	1. The students feel enthusiastic during the learning process .					√				√		√		√	
	a. They give attention to the teacher's explanation and instruction	√		√		√			√	√		√		√	
	b. They give comment or ask question about the explanation and instruction.		√	√		√			√	√		√		√	
	c. They give attention to the photographs provided, then examine them seriously	√		√			√			√		√		√	
	d. They give comments or ask questions related to the photographs provided.	√		√			√			√		√		√	
	2. The students feel enthusiastic while doing the task														
	a. They try to understands the instructions by using various learning aids such as dictionary and text book or ask to their friends even the English Teacher	√		√		√			√	√		√		√	

	b. They move to form small group	√			√	√			√	√		√		√	
	c. They take note on whatever they think as important points	√		√		√			√	√		√		√	
	d. They complete their task by using various learning aids such as dictionaries and text books.		√	√		√			√	√		√		√	
	e. They observe the photographs provided actively to elicit ideas	√		√		√			√	√		√		√	
	f. They do some discussion with their friends and English teacher	√		√		√			√	√		√		√	
3.	Post – Teaching														
	a. The teacher does summarize the materials given.	√		√		√		√		√		√		√	
	b. The teacher gives reflection towards The teaching and learning process done.	√		√			√	√	√	√		√		√	
	c. The teacher gives preview of the next materials.		√		√	√	√		√	√		√		√	
4.	The Students' Participations														
	a. The student participate to ask questions	√		√		√			√	√		√		√	
	b. The students participate to suggest idea	√		√		√		√		√		√		√	

c. The students participate in group work	√								√		√		√	
i. They take creativity to do the task	√		√		√		√		√		√		√	
ii. They help their friends to understands the instructions	√		√		√		√		√		√		√	
iii. They help their friends to examine the photographs	√		√		√		√		√		√		√	
iv. They help their friends to start their writing in generating ideas and finding some vocabulary needed to do the task	√		√		√		√		√		√		√	
v. They use group discussion actively	√		√		√		√		√		√		√	
vi. They give motivation each other		√	√		√		√		√		√		√	

OBSERVATION GUIDELINE

Name / No: _____ / _____

Date: _____

Time: _____

Instructions

1. *Read the instruction carefully!*
2. *Your teacher will give you a photograph that shows one of your teachers in school.*
3. *Observe the given photograph!*
4. *Write down all the information you get about him or her on the table below !*

His/her full name

Height

Body

Complexion

Eyes

Nose

Lips

Skin

4. Is your teacher wearing any of these items of clothing? What color are they?

Item of Clothing	Colour
A Jumper	
A Shirt	
A Dress	
A Skirt	

A Jacket

A Scarft

Trousers

Jeans

Shorts

Shoes

Trainers

Boots

Sandals

Write about what your teacher look like based on your observation above!

You can start your description with

This is my teacher.

His/her name is

Write your description below

OBSERVATION GUIDELINE

Name / No: _____ / _____

Date: _____

Time: _____

Instructions

1. *Read the instruction carefully*
2. *Observe one of your classmates in the class*
3. *Write down all the information you get about him or her in the table below*

His/her full name

Height

Body

Complexion

Eyes

Nose

Mouth/Teeth

Hair

4. Is your classmate wearing any of these items of clothing? What color are they?

Item of Clothing	Colour
A Jumper	
A Shirt	
A Dress	

A Skirt

A Jacket

A Scarft

Trousers

Jeans

Shorts

Shoes

Trainers

Boots

Sandals

Write about what your friend look like based on your observation above!

You can start your description with

This is my classmate.

His/her name is

Write your description below

The Result of Students' Pre test

Rater 1

Students	Skill									
	The Cohesion of Sentences		Word Choice		Vocabularies Writing		The Coherence of Content		Grammar Accuracy	
1	4	80	5	100	5	100	4	80	1	20
2	4	80	5	100	5	100	5	100	5	100
3	5	100	4	80	4	80	5	100	3	60
4	5	100	5	100	5	100	5	100	5	100
5	5	100	2	40	3	60	4	80	3	60
6	2	40	4	80	3	60	4	80	3	60
7	1	20	5	100	3	60	4	80	2	40
8	5	100	4	80	4	80	3	60	4	80
9	5	100	2	40	3	60	5	100	4	80
10	2	40	4	80	3	60	5	100	3	60
11	3	60	3	60	3	60	4	80	2	40
12	1	20	3	60	5	100	5	100	1	20
13	2	40	2	40	2	40	3	60	2	40
14	1	20	3	60	3	60	5	100	4	80
15	2	40	4	80	3	60	4	80	2	40
16	5	100	2	40	1	20	3	60	1	20
17	2	40	4	80	5	100	5	100	4	80
18	2	40	3	60	3	60	4	80	3	60

19	2	40	3	60	2	40	3	60	2	40
20	2	40	4	80	3	60	5	100	4	80
21	5	100	2	40	2	40	4	80	2	40
22	5	100	4	80	5	100	5	100	4	80
23	5	100	4	80	3	60	4	80	4	80
24	2	40	2	40	3	60	3	60	1	20
25	5	100	4	80	3	60	4	80	4	80
26	2	40	5	100	5	100	5	100	5	100
27	2	40	2	40	2	40	3	60	2	40
28	2	40	4	80	3	60	4	80	4	80
		62.857143		70		67.1428571		83.57143		60

**The Result of Students' Pre test
Rater II**

Students	Skill									
	The Cohesion of Sentences		Word Choice		Vocabularies Writing		The Coherence of Content		Grammar Accuracy	
1	4	80	5	100	5	100	4	80	1	20
2	4	80	5	100	5	100	5	100	5	100
3	5	100	3	60	4	80	5	100	3	60
4	5	100	5	100	5	100	5	100	4	80
5	5	100	2	20	3	60	4	80	3	60
6	2	40	4	80	3	60	4	80	2	40
7	1	20	5	100	3	60	4	80	2	40
8	5	100	4	80	4	80	3	60	3	60
9	5	100	2	40	3	60	5	100	4	80
10	2	40	4	80	3	60	5	100	3	60
11	3	60	2	40	3	60	4	80	2	40
12	1	20	3	60	5	100	5	100	1	20
13	2	40	2	40	2	40	3	60	2	40
14	1	20	3	60	3	60	5	100	4	80
15	2	40	4	80	3	60	3	60	2	40
16	5	100	2	40	1	20	3	60	1	20
17	2	40	4	80	5	100	5	100	4	80
18	2	40	3	60	3	60	4	80	3	60

19	2	40	3	60	2	40	3	60	2	40
20	2	40	3	60	3	60	2	40	4	80
21	5	100	2	40	3	60	4	80	2	40
22	5	100	4	80	5	100	5	100	4	80
23	5	100	4	80	3	60	4	80	4	80
24	2	40	2	40	3	60	3	60	1	20
25	5	100	4	80	3	60	4	80	4	80
26	2	40	4	80	4	80	3	60	4	80
27	2	40	2	20	1	20	3	60	2	40
28	2	40	4	80	3	60	4	80	4	80
		62.8571429		65.714286		66.428571		79.28571429		57.14286

The Result of Post Test

Rater 1

Students	Skill									
	The Cohesion of Sentences		Word Choice		Vocabularies Writing		The Coherence of Content		Grammar Accuracy	
1	2	40	3	60	3	60	4	80	3	60
2	5	100	5	100	5	100	5	100	5	100
3	4	80	5	100	5	100	5	100	5	100
4	3	60	5	100	5	100	5	100	5	100
5	4	80	5	100	5	100	5	100	4	80
6	4	80	4	80	4	80	5	100	3	60
7	5	100	5	100	5	100	4	80	5	100
8	4	80	5	100	5	100	5	100	4	80
9	4	80	5	100	5	100	4	80	5	100
10	5	100	5	100	5	100	5	100	4	80
11	4	80	5	100	5	100	5	100	5	100
12	4	80	4	80	5	100	5	100	5	100
13	4	80	4	80	4	80	5	100	5	100
14	4	80	5	100	5	100	4	80	3	60
15	4	80	5	100	5	100	5	100	5	100
16	4	80	5	100	4	80	5	100	5	100
17	4	80	5	100	5	100	5	100	3	60
18	4	80	5	100	5	100	5	100	4	80

19	4	80	5	100	5	100	4	80	5	100
20	4	80	5	100	5	100	5	100	4	80
21	4	80	5	100	5	100	5	100	5	100
22	4	80	4	80	5	100	5	100	4	80
23	4	80	5	100	5	100	5	100	4	80
24	4	80	5	100	5	100	5	100	3	60
25	4	80	4	80	5	100	4	80	5	100
26	4	80	5	100	5	100	5	100	5	100
27	4	80	5	100	5	100	5	100	5	100
28	4	80	5	100	5	100	5	100	4	80
		80		95		96.428571		95.7142857		87.143

The Result of Post Test

Rater II

Students	Skill									
	The Cohesion of Sentences		Word Choice		Vocabularies Writing		The Coherence of Content		Grammar Accuracy	
1	2	40	3	60	4	80	4	80	3	60
2	5	100	5	100	4	80	5	100	5	100
3	4	80	5	100	5	100	5	100	4	80
4	3	60	5	100	5	100	5	100	5	100
5	4	80	4	80	5	100	5	100	3	60
6	4	80	5	100	4	80	5	100	3	60
7	5	60	5	100	5	100	4	80	5	100
8	4	80	5	100	5	100	5	100	3	60
9	4	80	5	100	5	100	4	80	5	100
10	5	100	5	100	5	100	5	100	5	100
11	5	100	4	80	5	100	5	100	4	80
12	4	80	4	80	5	100	5	100	5	100
13	4	80	4	80	4	80	5	100	5	100
14	4	80	5	100	5	100	4	80	3	60
15	4	80	5	100	5	100	5	100	4	80
16	4	80	5	100	4	80	5	100	4	80
17	4	80	5	100	5	100	5	100	3	60
18	4	80	5	100	5	100	5	100	4	80

19	4	80	5	100	5	100	5	100	5	100
20	4	80	5	100	5	100	5	100	4	80
21	4	80	5	100	5	100	5	100	5	100
22	4	80	5	100	5	100	5	100	4	80
23	4	80	5	100	5	100	5	100	4	80
24	4	80	5	100	5	100	5	100	3	60
25	4	80	5	100	5	100	4	80	5	100
26	4	80	5	100	5	100	5	100	5	100
27	4	80	5	100	5	100	5	100	4	80
28	4	80	4	80	5	100	5	100	3	60
		79.285 71429		95		96.42857 143		96.4285714 3		82.1 4286

The Students Attendance List

Students Number			Nama
1	6283	1	Aditya Nugraha
2	6284	2	Agtasa Ayu Praswidya
3	6285	3	Ahamd Lutfi Hakim
4	6286	4	Amalia Nur Azizah
5	6287	5	Catrina Ariestya Nanda Pamungkas
6	6288	6	David Daffaralto
7	6289	7	Dea Marsha Pitaloka
8	6290	8	Dinda Putri Wibowo
9	6291	9	Fardan Shaulaki Narawangsa
10	6292	10	Garnita Gandis Prasetyowati
11	6293	11	Kumala Widya Ningrum
12	6294	12	Muhamad Nur Alfian
13	6295	13	Muhamad Rafiano
14	6296	14	Muhamad Sultan Ardiyansah
15	6297	15	Mutiara An Nisaa
16	6298	16	Naufal Rizky Kurniawan
17	6299	17	Nisa Alsiva Anggreani
18	6300	18	Nisrina Rizdia Salsabila
19	6301	19	Nur Wahyuning Widi Astuti
20	6302	20	Ricky Fernanda
21	6303	21	Risti Aprilia
22	6304	22	Shinta Febriana
23	6305	23	Sofita Anggreani
24	6306	24	Tarisya Puspa Anggreani
25	6307	25	Tasya Niken Damanyanti
26	6308	26	Wildan Khusnayana
27	6309	27	Winmar Jalu Tegar Prakusya
28	6310	28	Yuniar Ade Swastika

Vignette 1 : Observation 1**Date: Thursday, 20th February 2014****Time: 10.05 a.m.****Place: VII F Class****Respondent: I : Researcher ET: English Teacher****S: Student Ss : Students**

Some Ss of 7E SMP N 4 Kota Magelang were chatting outside the class. Then they were in hurry entering the class when they saw their teacher come. In the class, it was very noise. Ss walked around and talked loudly. "*Wah, ada pak Arga !*" (Mr. Arga was here). Some of them had already remembered my name since I did the practicum of teaching PPL to their seniors in VIII A and D. ET came to her desk and greeted Ss "Good Morning class! How are you today?" Ss responded "Fine thank you, and you?" ET replied "I am fine thank you. "Then, she checked the students' present. ET asked me to introduce my name and sat at the back row. ET started the lesson by checking whether Ss brought one sample of the descriptive texts from the internet and wrote it into their book. "Have you get your own descriptive texts, let's collect to my desk. I will check your work. "Ss collected their books to ET's desk. ET skimmed Ss' work and found there was a students' work which was not the descriptive text type. It was narrative. " Lhoh, Yuniar your text is not descriptive, it is narrative . *Kemarin kan sudah ibu beri clues untuk mencari texts descriptive? Coba text kamu diperbaiki ya.* " ET returned S's book.

Ok, I had divided the class into some groups please listen! ET made the group class arrangement. Some Ss felt in hurry to meet their group. "*Kene bareng aku.* " said S to her friends. " OK I will share some your friends' descriptive texts in their book. ET divided Ss's book . "Every group got two books." ET asked them to find and analyze the adjective and pronoun used in their friends' descriptive texts. "Your job is find the adjective and pronoun used. Let's remember your last material about them. " ET reviewed the last material .After that, students should report the result in their group first."

Ss started their discussion group, but some of students were inactive and did not contribute. Then, in almost end of class, ET was called by the headmaster so I was asked to replace her administering the class. I should administer the students' participation in group discussion also asked them to present their result in front of the class. "Ok, class, have you finished your work." "*Belum pak.*" They say that they had not finished yet to identify and to write their idea answer to their book. "I give you five minutes left to finish your result discussion." Then I asked Ss to start their presentation "Ok who wants to be the first group sharing their discussion result in front of the class?"

Don't be afraid. "However, Ss looked passive and waited me to point the group. So I pointed the group randomly. "The first group presented the right correct adjective and pronouns that they found, however the second group did not prepare enough and talked softly. They looked nervous. Then, I guided and helped them to find other adjectives and pronouns that possible found for presenting their group discussion result slowly even clearly. "Ok, let's repeat what adjectives and pronouns used that you find loudly. After that, the ET was back and ended the lesson.

Vignette 2 : Observation II

Date : Saturday, 19th April 2014

Time: 09.10 a.m.

Place: VII F Class

Respondent:

I : Researcher S: Student

Ss : Students ET: English Teacher

The class had started at 08.30. At 09.25, I together with ET went to the class at that time. Ss' looked having discussion in pairs to finish their job in making draft about asking and giving information about the notices found in the public area. ET asked whether they finished their draft or not. "Have you done your draft?" "Not yet, Mam". "*Iki inggrise apa ya.*" Some students which did not bring dictionary asked their friends some words that possibly used to the other pairs. They looked confused to make it. Even they asked me "pak kalo begini betul tidak ya ?" I checked Ss' work and found some misspelling word writing. " Do you bring your dictionary? Please consult your words in the draft. *Coba cek draftmu mu pakai kamus !*" However Ss did not bring dictionary, they borrowed their friends dictionary to check their script. ET monitored Ss' discussion session.

Then in the middle of class, ET was called by the headmaster again so she asked me to administer the class. In administering the class, I should ask the students to perform their pair's script. "Ok, who wants to be the first volunteer? " I offered the chance again "Come on ". But, the students were still shy . "Don't be afraid. Let's perform your draft in front of the class. "Finally I warned to point Ss again randomly. Ss complained "Jangan saya pak! belum jadi nih! Nanti kalo salah gimana pak. "Some students felt worried. " It's ok.". Then, there is one group pairs wanted to try presenting their draft. They collected their draft to me first and performed it successfully. After this pairs presenting, some students still felt worried so I decided to point them randomly. Actually, they could perform well and made the good draft. Sometimes, I found that they still wrote the misspelling words on their draft that they gave to me later ignored the use of punctuation, capitalization, and unclear word written related to their mechanics.

SURAT KETERANGAN PENELITIAN

Nomor : 423.6/140/230/SMP.4

Yang bertanda tangan di bawah ini Kepala SMP Negeri 4 Kota Magelang, menerangkan dengan sebenarnya bahwa :

Nama : **I GEDE ARGA ANGGARA**
 NIM : 10202244003
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : FBS
 Universitas : Universitas Negeri Yogyakarta (UNY)

Telah melaksanakan penelitian di SMP Negeri 4 Kota Magelang untuk penyusunan skripsi.

dengan judul : The Use of Photographs to Enhance Students' Writing Performance of the Seventh Grade Students at SMP N 4 Magelang in the Academic Year of 2013/2014

bulan : Mei s.d. Juni 2014

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Mengarang, 20 Oktober 2014

Kepala

DINAS PENDIDIKAN
SMP NEGERI 4
MAGELANG
KOTA MAGELANG

DR. A. W. LOPO
08809201990031004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0389f/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

28 Maret 2014

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta
55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE USE OF PHOTOGRAPHS TO ENHANCE STUDENTS' WRITING PERFORMANCE FOR THE SEVENTH GRADE AT SMPN 4 MAGELANG IN THE ACADEMIC YEARS OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : I GEDE ARGANGGARA
NIM : 10202244003
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Juni 2014
Lokasi Penelitian : SMPN 4 Magelang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indur Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMPN 4 Magelang



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
 BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
 (BADAN KESBANGLINMAS)
 Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
 Telepon : (0274) 551136, 551275, Fax (0274) 551137
 YOGYAKARTA

Yogyakarta, 1 April 2014

Nomor : 074 / 888 / Kesbang / 2014
 Perihal : Rekomendasi Izin Penelitian

Kepada Yth. :
 Gubernur Jawa Tengah
 Up. Kepala Badan Kesbang dan Linmas
 Provinsi Jawa Tengah
 di
 SEMARANG

Memperhatikan surat :

Dari : Kasubbag Pendidikan Fakultas Bahasa dan Seni UNY
 Nomor : 0389f/UN.34.12/DT/III/2014
 Tanggal : 28 Maret 2014
 Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan tesis dengan judul proposal : " **THE USE OF PHOTOGRAPHS TO ENHANCE STUDENTS' WRITING PERFORMANCE FOR THE SEVENTH GRADE STUDENTS AT SMP N 4 MAGELANG IN THE ACADEMIC YEARS OF 2013/2014** ", kepada:

Nama : I GEDE ARGANGGARA
 NIM : 10202244003
 Prodi/Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni UNY
 Lokasi : SMP 4 Magelang, Provinsi Jawa Tengah
 Waktu : April s.d Juni 2014

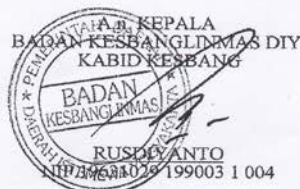
Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.





PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 - 3547438 - 3541487
 Fax : (024) 3549560 http : // bpmd.jatengprov.go.id e-mail : bpmd@jatengprov.go.id
 Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/765/04.1/2014

- Dasar :**
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Gubernur Jawa Tengah No. 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
 3. Peraturan Gubernur Jawa Tengah No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah.

Memperhatikan : Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta No. 074/888/Kesbang/2014 tanggal 01 April 2014 perihal : Rekomendasi Ijin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : I GEDE ARGANGGARA.
2. Alamat : Jl. Mukti Raya B.98, Kel. Kecepak, Kec. Batang, Kab. Batang, Provinsi Jawa Tengah.
3. Pekerjaan : Mahasiswa S1.

Untuk : Melakukan penelitian dalam rangka penyusunan tesis dengan rincian sebagai berikut :

- a. Judul Penelitian : THE USE OF PHOTOGRAPHS TO ENHANCE STUDENTS' WRITING PERFORMANCE FOR THE SEVENTH GRADE STUDENTS AT SMP N 4 MAGELANG IN THE ACADEMIC YEARS OF 2013/2014.
- b. Tempat / Lokasi : SMP N 4 Magelang, Provinsi Jawa Tengah.
- c. Bidang Penelitian : Pendidikan.
- d. Waktu Penelitian : April – Juni 2014.
- e. Penanggung Jawab : 1. Dra. Nury Supriyanti, M.A
2. B. Yuniar Diyanti, S.Pd., M.Hum
- f. Status Penelitian : Baru.
- g. Anggota Peneliti : -
- h. Nama Lembaga : Universitas Negeri Yogyakarta.


Ketentuan yang harus ditaati adalah :

- a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat /Lembaga swasta yang akan di jadikan obyek lokasi;
- b. Pelaksanaan kegiatan dimaksud tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
- c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
- d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
- e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 03 April 2014

KEPALA BADAN PENANAMAN MODAL DAERAH
 PROVINSI JAWA TENGAH


IR. YUNI ASTUTI, MA.
 Pembina Utama Muda
 NIP. 19620621 1987092 001



PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 - 3547438 - 3541487
 Fax : (024) 3549560 http : // bpmd.jatengprov.go.id e-mail : bpmd@jatengprov.go.id
 Semarang - 50131

Nomor :
 Lampiran : 1 (Satu) Berkas
 Perihal : Rekomendasi Penelitian

Semarang, 03 April 2014

Kepada
 Yth. Walikota Magelang
 u.p Kepala Badan Kesbangpol dan
 Linmas Kota Magelang

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor 070/765/04.1/2014 Tanggal 02 April 2014 atas nama I GEDE ARGA ANGGARA dengan judul proposal THE USE OF PHOTOGRAPHS TO ENHANCE STUDENTS' WRITING PERFORMANCE FOR THE SEVENTH GRADE STUDENTS AT SMP N 4 MAGELANG IN THE ACADEMIC YEARS OF 2013/2014, untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
 PROVINSI JAWA TENGAH


 Ir. YUNI ASTUTI, MA.
 Pembina Utama Muda
 NIP. 19620621 1987092 001

Tembusan :

1. Gubernur Jawa Tengah (sebagai laporan);
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakarta;
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
5. Sdr. I GEDE ARGA ANGGARA;
6. Arsip,-



**PEMERINTAH KOTA MAGELANG
BADAN KESATUAN BANGSA POLITIK
DAN PERLINDUNGAN MASYARAKAT**

Jl. Pangeran Diponegoro Nomor 61 Kota Magelang Telp. (0293) 364873 dan 364708

SURAT REKOMENDASI SURVEY / RISET

Nomor : 070 / IV.009 / 360 / 2014

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011
2. Surat Edaran Gubernur Jawa Tengah Nomor 0740 / 265 / 2004 Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Badan Penanaman Modal Daerah Provinsi Jawa Tengah Nomor: 070/764/04.1/2014 tanggal 3 April 2014 perihal Rekomendasi Penelitian
- III. Pada Prinsipnya kami **TIDAK KEBERATAN** / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kota Magelang.
- IV. Yang dilaksanakan oleh :
- | | |
|------------------|---|
| Nama | : I GEDE ARGANGGARA |
| Kebangsaan | : Indonesia |
| Alamat | : Jl. Mukti Raya B 98 Kecepak Kab. Batang |
| Pekerjaan | : Pelajar/Mahasiswa |
| Institusi | : UNIVERSITAS NEGERI YOGYAKARTA |
| Penanggung Jawab | : Dra. NURY SUPRIYANTI, MA |
| Judul Penelitian | : The Use of Photographs to Enhance Students' Writing Performance for the Seventh Grade Students at SMP N 4 Magelang in the Academic Years of 2013/2014 |
| Lokasi | : Kota Magelang |
- V. KETENTUAN SEBAGAI BERIKUT :
- Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat/Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Rekomendasi ini.
 - Pelaksanaan survey/riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor, baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan/atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
 - Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati/mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
 - Setelah survey/riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbang Pol dan Linmas Kota Magelang.
 - Surat Rekomendasi Penelitian / Riset ini berlaku dari:
April 2014 s/d Juni 2014
Demikian harap menjadikan perhatian dan maklum.

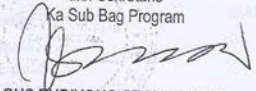
Magelang, 7 April 2014

a.n. WALIKOTA MAGELANG
KEPALA BADAN KESBANGPOL DAN LINMAS



Telah Lapor Tanggal : 7 April 2014
Nomor Agenda : 074 / 063 / 310

An. KEPALA BADAN PERENCANAAN
PEMBANGUNAN DAERAH KOTA MAGELANG
u.b. Sekretaris
Ka Sub Bag Program


AGUS BUDIYONO, ST.MA.M.Ec.Dev
NIP. 19780825 200501 1 008

CATATAN:

Setelah selesai survey, harap melaporkan
dan menyerahkan hasilnya ke Bappeda Kota
Magelang sebanyak (1) satu eksemplar.



Picture 1. Students have Pre Test.



Picture 2. Students wait for the photographs and handouts enthusiastically distributed by the teacher.



Picture 3. A Student observes the given photograph.



Picture 4. Students list and write some adjectives and nouns words that they observe in the photograph to the white board.



Picture 5. A Student helps his friend to find some words that they want to write by using dictionary.



Picture 6. A group of students asks their problem during writing to the teacher.



Picture 7. Students get feedbacks from the teacher related to their writing products.



Picture 8. A student checks the dictionary individually to find some words that she wants to write.



Picture 9. A group of students try to check the other group's writing product.



Picture 10. Some photographs used in this research.



Picture 11. Students try to match the photographs with the adjectives and nouns provided as the choices in the handout.



Picture 11. Students have Post Test.



Picture 12. Students post their writing products to the Group Facebook Class.